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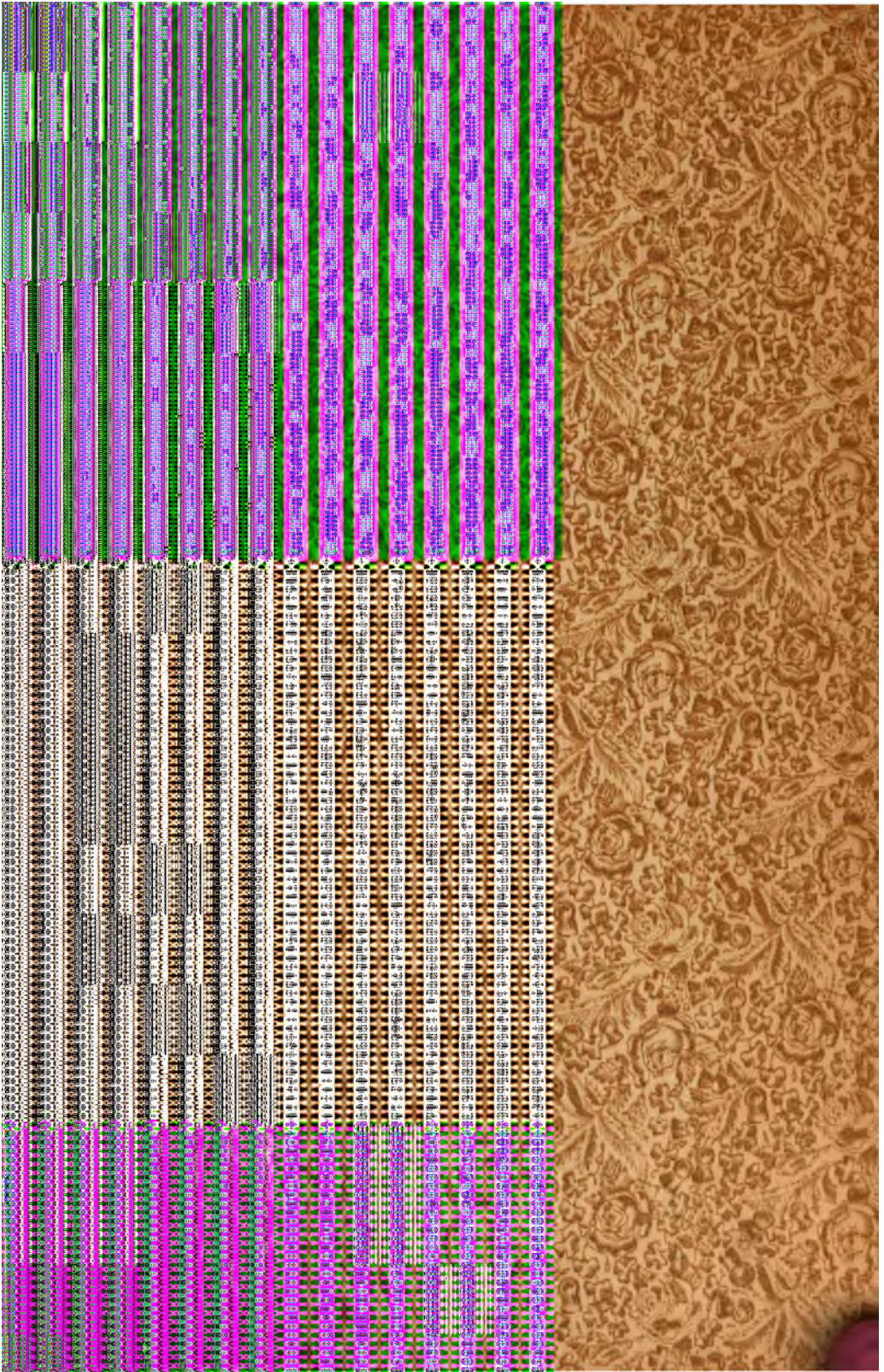
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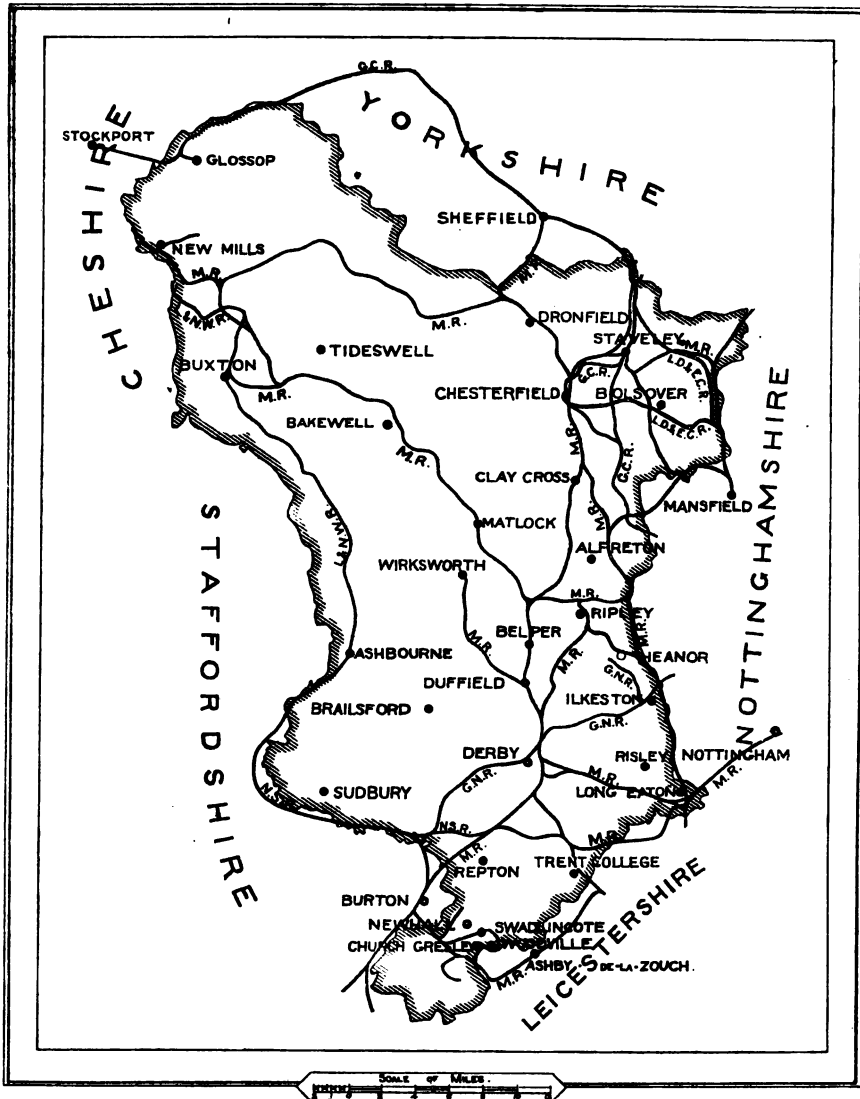
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**MAP OF DERBYSHIRE, SHEWING RAILWAY COMMUNICATIONS
AND THE VARIOUS CENTRES FOR SECONDARY AND HIGHER
ELEMENTARY SCHOOLS AND PUPIL TEACHER CENTRES.**

Administrative County of Derby,

EDUCATION COMMITTEE.

REPORT

ON

SECONDARY & HIGHER EDUCATION

IN

DERBYSHIRE.

BY

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REPORT ON SECONDARY AND HIGHER EDUCATION IN DERBYSHIRE, 1904.

CHAPTER I.

INTRODUCTORY NOTE.

The following report is the outcome of an inquiry made in the course of 1904 on behalf of the Education Committee of the Derbyshire County Council. The Committee charged me with the duty of inquiring into the condition of secondary and higher education in the County, and instructed me to report to them as to the best mode of developing a complete and satisfactory system.

In carrying out the task which the Committee entrusted to me, I received valuable assistance from many members of the County Council, and especially from County Alderman James Oakes (Vice-Chairman of the Council and Chairman of its Education Committee), County Alderman Johnson Pearson (Vice-Chairman of the Education Committee), County Alderman Hubbersty, County Alderman Canner, County Councillors A. P. Payne Gallwey, Edward Godward, W. B. M. Jackson, R. R. Lishman, S. E. Short, George Smith, T. Stacey, E. Trueman, J. Walkden, J. Winfield, and F. Wright. Miss M. Swanwick, Mrs. Hawkridge, and Mr. J. Mansell, co-opted members of the Education Committee, also gave me great help in my investigations. I am further indebted to the kindness of Mr. Evan Small, Director of Education, of Mr. Jenkyn Brown, Assistant Secretary, and of other officers in the County Education Department. I desire also especially to acknowledge the valuable assistance which was given me by Mr. Grindrod and Mr. Wager, His Majesty's Inspectors of Schools. In every part of the County I received very courteous help from those whom

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I had occasion to consult, and the headmasters and headmistresses of the various schools, and the principals of other educational institutions, were so good as to supply me, often at great inconvenience to themselves, with the information which I needed in order to carry out the task entrusted to me by the Committee. In the course of my inquiry I have had the assistance of three colleagues—Mr. J. L. Holland, B.A. (now Secretary for Education to the Northamptonshire County Council), Professor Foster Watson (of the University College of Wales, Aberystwyth), and Miss M. S. Beard, and desire to express my thanks to them for the help which they have given me.

I venture to take this opportunity of saying how much I have been impressed by the help which has been rendered to public secondary schools in Derbyshire during the last twelve years by the action of the County Council. The late Technical Instruction Committee of the County Council devoted a considerable share of the funds at its disposal to the assistance of day secondary schools, and to the provision of scholarships to enable pupils to avail themselves of the educational facilities which those schools offer. Considerable grants were given in aid of building operations, and for the improvement of the apparatus and equipment of secondary schools. In several cases additional grants were made to strengthen the teaching staff where such assistance was specially needed. Travelling teachers of cookery, domestic economy, and woodwork were sent to several schools, and exhibitions were given to enable modern language teachers to attend holiday courses abroad. Teachers in the Chesterfield district were given exhibitions to enable them to attend Saturday classes in modern languages at the University College, Sheffield; and further exhibitions were liberally granted to secondary school teachers to enable them to attend classes in science, art, and manual work at Nottingham, Derby, Sheffield, or Manchester. There is no doubt that this far-seeing action on the part of the late Technical Instruction Committee has done much to prepare the way for a further improvement of secondary and higher education in the County.

In planning the order of this report I have endeavoured to arrange the contents in a form convenient for reference. The statistical results of the inquiry are summarised at the outset, the detailed statistical tables being printed in an appendix. The introductory statistical chapter is followed by an outline of the plan which is submitted for the consideration of the Committee. The next section contains a description of the

work of the public secondary schools in the County, arranged under the different districts, with recommendations for their future organisation and improvement, and for the instruction and training of pupil teachers. The geographical division of this, the longest, section of the report will enable the reader to ascertain at once what is suggested in respect of that part of the County in which he may be especially interested. This is followed by a short discussion of several points of special difficulty and importance, *e.g.*, the relation of the County Education Authority to private schools; the award of scholarships; the question of the training of pupil teachers; and the connexion between educational work in Derbyshire and the new University of Sheffield. The last chapter consists of a financial summary, giving an estimate of the expense which would be ultimately incurred if the suggested plan for the organisation of secondary and higher education in Derbyshire were carried into effect. It will be observed, however, that the plan might, if it were so desired, be conveniently carried out in sections, and that in any case it could not be put into full operation for several years to come. The report concludes with two appendices, the first of which contains statistics, and the second an analysis of the course of study as carried out in each of the local public secondary schools in the Administrative County in the Spring Term, 1904. Prefixed to the report is a sketch map of the County showing the educational centres and the railway communications.

CHAPTER II.

STATISTICAL SURVEY OF SECONDARY EDUCATION

IN DERBYSHIRE, 1904.

The Administrative County of Derby (*i.e.*, excluding the County Borough of Derby) contained in 1901 a population of 504,610.* The total number of boys and girls in *public and private* secondary schools in the Administrative County in the Spring Term, 1904, was 2,559, or 5·07 per 1,000 of the population. Of these, 1,784 were boys (3·53 per 1,000 of the population) and 775 were girls (1·54 per 1,000 of the population). Girls formed 30·3 per cent. of the total number of pupils receiving secondary education.

The total number of pupils in *public* secondary schools was 1,729 (1,377 boys, 352 girls), or 3·43 per 1,000 of the population. The total number of pupils in *private* secondary schools was 830 (407 boys, 423 girls), or 1·64 per 1,000 of the population.

The pupils in private schools were 32·4 per cent. of the total number of those receiving secondary education. In the private secondary schools the girls were 50·96 per cent. of the total number of pupils. In the public secondary schools they formed 20·36 per cent.

As many as 63·5 per cent. of the pupils in secondary schools in Derbyshire are boarders.

* The produce of a rate of one penny in the pound, for purposes of Higher Education, is £10,043 18s. 2d. The residue under Section I. of the Local Taxation (Customs and Excise) Act, 1890, applicable to purposes of Higher Education in the Administrative County amounted in the year ending March 31st, 1903, to £10,994 17s. 9d., and in the year ending March 31st, 1904, to £11,305 6s. 5d.

REPORT ON SECONDARY AND HIGHER EDUCATION. 5

The most important of the above statistics are summarised in the two following tables:—

I.—NUMBER OF BOYS AND GIRLS PER 1,000 OF POPULATION IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN DERBYSHIRE.

| TYPE OF SCHOOL. | No. of Boys. | No. of Boys per 1,000 of Population. | No. of Girls. | No. of Girls per 1,000 of Population. | Totals, Boys and Girls. | No. of Boys and Girls per 1,000 of Population |
|-----------------------|--------------|--------------------------------------|---------------|---------------------------------------|-------------------------|---|
| PUBLIC SECONDARY ... | 1,377 | 2·73 | 352 | 0·7 | 1,729 | 3·43 |
| PRIVATE SECONDARY ... | 407 | 0·8 | 423 | 0·84 | 830 | 1·64 |
| GRAND TOTALS ... | 1,784 | 3·53 | 775 | 1·54 | 2,559 | 5·07 |

II.—PERCENTAGE OF BOYS AND GIRLS IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN DERBYSHIRE.

| TYPE OF SCHOOL. | Boys. | Percentage of Total. | Girls. | Percentage of Total. | Total, Boys and Girls. |
|-----------------------|-------|----------------------|--------|----------------------|------------------------|
| PUBLIC SECONDARY ... | 1,377 | 79·64 | 352 | 20·36 | 1,729 |
| PRIVATE SECONDARY ... | 407 | 49·04 | 423 | 50·96 | 830 |
| GRAND TOTALS ... | 1,784 | 69·7 | 775 | 30·3 | 2,559 |

The *public* secondary schools in the Administrative County fall into five main categories.

The first group consists of three non-local schools—Repton School, Trent College, and Mount St. Mary's College, near Chesterfield. These contained 626 pupils—all boys.

The second group consists of six old Endowed Schools for boys at Ashbourne, Buxton, Chesterfield, Risley, Tideswell, and Wirksworth. Of these, Buxton is becoming largely a boarding school. In these schools there were, on February 1st. 1904, 346 boys. The smallest school—Risley—had 16 pupils; the largest—Chesterfield Grammar School—119.

The third group consists of three old foundations at Bakewell, Dronfield, and Netherthorpe, which within recent years have been re-constituted as co-educational schools for both boys and girls. In these schools there were 312 pupils—179 boys and 133 girls.

The fourth group consists of four schools of modern growth, which were called into existence under the late School of Science Regulations of the Board of Education. All four are found amid industrial or mining communities—Clay Cross, Glossop, Heanor, and New Mills. All four are co-educational schools. The number of their pupils was 333, of whom 213 were boys and 120 were girls.

In the fifth category the Girls' High School at Chesterfield, with 112 pupils, thirteen of whom are little boys, stands alone. It has grown out of a private venture, but now is established upon a more public footing, and is carried on under the supervision of a committee.

The diagrams at the end of this chapter show in graphic form—

- (1) The number and ages of pupils (boys and girls) in public secondary schools in Derbyshire (excluding Repton and Trent College) in the Spring Term, 1904;
- (2) The number and ages of pupils in seven of the boys' public secondary schools (*i.e.*, excluding Repton and Trent College);
- (3) The number and ages of pupils in the seven co-educational schools (*i.e.*, those named in categories three and four above).

[The corresponding diagram, showing the number and ages of pupils in the Girls' High School at Chesterfield will be found facing p. 63.]

It will be noticed how rapidly the line falls away when the year 13-14 is passed. The comparatively small number of pupils who remain after their fifteenth birthday is one of the great weaknesses of the Derbyshire secondary schools. Very few of them at present conform, and some of them cannot be expected to conform, to the Board of Education's new definition of a Secondary School as one "which offers to each of its scholars, up to and beyond the age of 16, a general education, physical, mental and moral, given through a complete graded course of instruction." Some of the Derbyshire schools now recognised as "secondary," and earning Government grants as secondary schools, are really not "secondary," but "higher grade elementary," in their origin, outlook, and scope

of work. To force these schools on to a plane which is appropriate for secondary schools strictly so called, would be not only a very costly undertaking, but one which, if successful, would impair much of their present and future usefulness by wrenching them away from their close connexion with the public elementary schools of their neighbourhood.

In carrying out the instructions of the Committee, I inquired into the part borne by private schools in the provision of secondary education in the County.

Forms, giving detailed information as to the number and ages of the pupils, particulars of the teaching staff, the examinations for which the pupils are entered, etc., were received from 28 private schools; or, if we count Cavendish School, Matlock, which consists of a boys' and girls' school under the same roof and the same headmaster, but otherwise quite separate, as two, from twenty-nine schools. Nineteen of these schools were visited during the course of my inquiry. Besides this, six other private schools were visited. From five of these no forms were received, and they are, therefore, not included in the statistics. Six of the thirty schools from which forms were received proved to be doing work of an elementary character, and to be virtually alternative to the public elementary schools. They contained 106 pupils—26 boys and 80 girls. These are not included in the number receiving secondary education in the County. The remaining twenty-four private secondary schools may be classified as follows:—

| CLASS OF SCHOOL. | No. of Schools. | Boys. | Girls. | TOTALS. |
|---|--------------------|-------|--------|---------|
| Class A—Preparatory Schools for Boys ... | 2 | 72 | ... | 72 |
| „ A2—Preparatory Schools for Boys and Girls ... | 2 | 54 | 12 | 66 |
| „ B—Schools for Girls, admitting Boys to Preparatory Classes ... | 10 | 50 | 306 | 356 |
| „ C—Schools for Girls only, all ages | 4 | ... | 105 | 105 |
| „ D—Schools for Boys only, all ages | 6 | 231 | ... | 231 |
| TOTALS ... | 24 | 407 | 423 | 830 |

Of the pupils in the secondary schools in the Administrative County of Derby, certainly more than a quarter (and probably a much larger proportion) came from outside the county area. As against this must be set the number of Derbyshire children who go to schools outside the area. Of the number

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of those who are sent to distant boarding schools no estimate can be formed; but it has been ascertained that 69 boys and 68 girls come in daily to public secondary schools in the County Borough of Derby from the county area, and that 18 boys and 25 girls from the area travel every day to the public schools of Burton. There are also 53 Derbyshire pupils in private schools in the County Borough of Derby.

There is no formula which can be applied to discover the number of pupils who ought at any given time to be in the secondary schools of a particular area. Social conditions and economic needs are so different in different districts that no rule could be of universal application. Moreover, the term "secondary education" is vague in meaning, and covers what are, in fact, very different types of training adjusted to different callings in life. The following table, however, based upon statistics of the same date and of like signification enables a comparison to be made between Derbyshire and three other English areas:—

| PUPILS IN ALL SECONDARY SCHOOLS, PUBLIC AND PRIVATE. | | | |
|---|----------------------------------|-----------------------------------|--|
| | Boys per 1,000 of population. | Girls per 1,000 of population. | Boys and Girls together per 1,000 of population. |
| DERBYSHIRE (Administrative County) | 3·53 | 1·54 | 5·07 |
| LIVERPOOL | 4·14 | 3·70 | 7·8 |
| HAMPSHIRE (Administrative County) | 6·85 | 3·88 | 10·73 |
| BIRKENHEAD | 6·59 | 8·72 | 15·3 |

The results of this statistical comparison are not very favourable to Derbyshire. It should be remembered, however, that a county area embracing wide agricultural districts cannot be expected to show the same rate of attendance at secondary schools as an urban area where the population is within easier reach of facilities for higher education. Another point to be taken into account as closely bearing on the Derbyshire problem

is the fact that, in England, industrial districts of comparatively recent development are imperfectly supplied with secondary schools. In the neighbouring county of Stafford a somewhat similar condition of things has prevailed, and in the year 1903 an inquiry made by the Director of Education revealed the fact that the total number of boys and girls in both public and private schools within the Administrative County amounted to 2.23 per thousand of the population. But, nevertheless, when every allowance is made, we cannot escape the conclusion that in regard to secondary and higher elementary education Derbyshire has a good deal of leeway to make up. It has not yet been touched by the strong movement which, in Switzerland, Germany, and the progressive parts of North America, has produced so great a development of secondary schools. In Prussia, for example, where the secondary school course is, on the average, of much longer duration than with us, there were, in 1902-3 5.66 boys per 1,000 of the population in public, and 3.68 girls per 1,000 of the population in public and private secondary schools. These figures are more than double those for Derbyshire. In the United States the proportion per 1,000 of the population in the public and private secondary schools rose from 8.34 in 1901-2 to 9.35 in 1902-3. In the State of Maine, with a population about a third again as large as Derbyshire, there were no less than 16.51 per 1,000 of the population in the secondary schools.

It would be fallacious, however, to estimate the relative educational efficiency of different countries or neighbourhoods solely by the number of pupils found in their secondary schools. Statistical enumerations throw light upon the diffusion of higher education, but not necessarily upon its adjustment to social and economic needs. The aim to be kept in view is not simply the multiplication of secondary schools, as if the number of pupils receiving secondary education were in itself a sufficient index of the right adjustment of educational organisation to social and industrial requirements. Broadly speaking, no doubt, it is true that where we find popular and parental support readily given to secondary schools of good quality, there is a high level of intellectual interest in the community concerned. But it by no means follows that in order to develop the economic and civic efficiency of a particular neighbourhood, the next or wisest step to take is the establishment of a number of new secondary schools without careful regard to the correlation of the work of those schools to the social needs of the community and to other branches of educational organisation.

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It would certainly be possible, by establishing at an early date in Derbyshire a large number of new secondary schools, greatly to increase, within a few years, the number of pupils receiving secondary education in the County. But that increase would not necessarily prove that the education provided had really taken the form best adapted to meet the actual needs of the districts concerned.

The question of how best to meet the particular educational needs of Derbyshire at the present time is discussed in the following chapter.

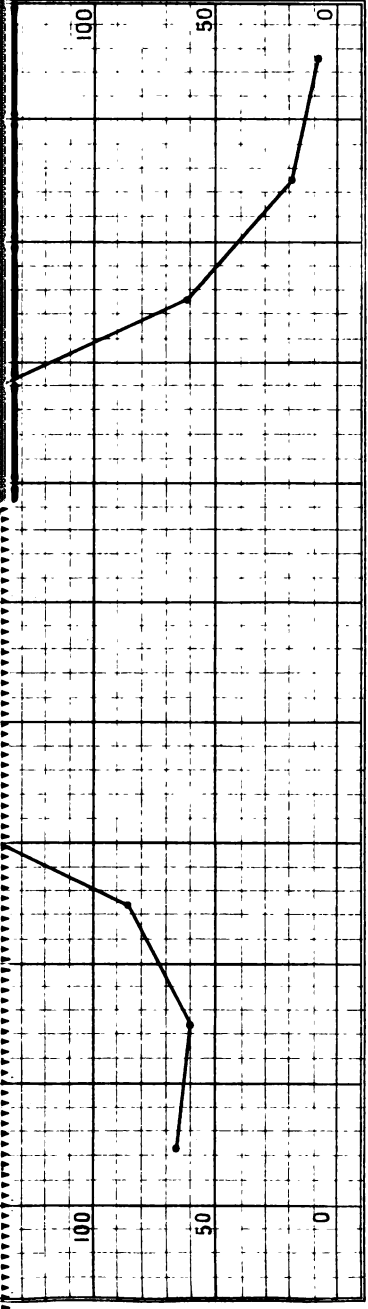


DIAGRAM 2.

NUMBER AND AGES OF PUPILS IN BOYS' PUBLIC SECONDARY SCHOOLS IN DERBYSHIRE. SPRING TERM, 1904.

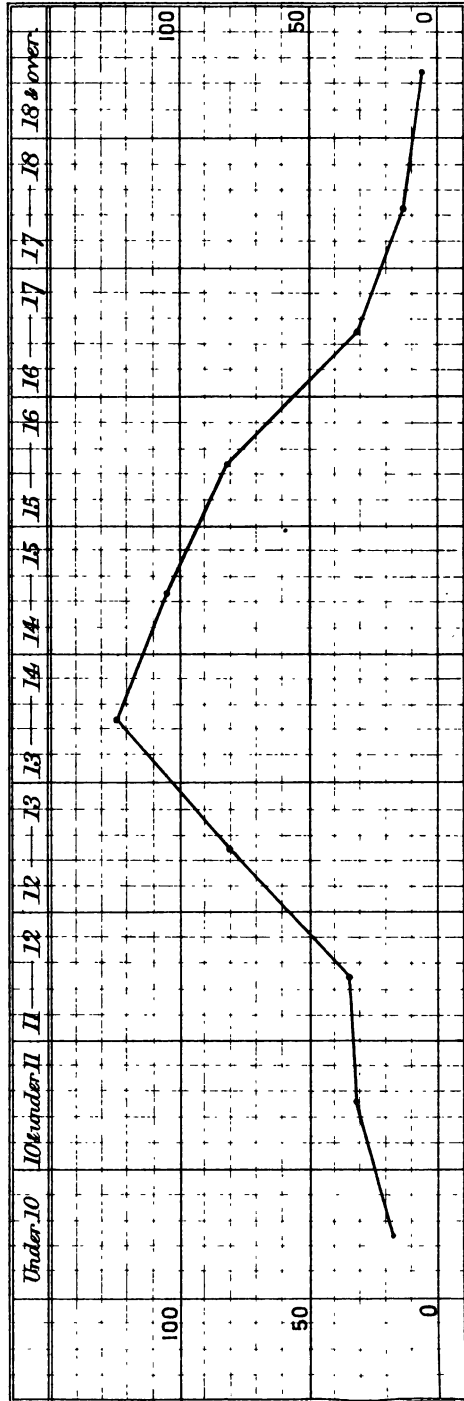
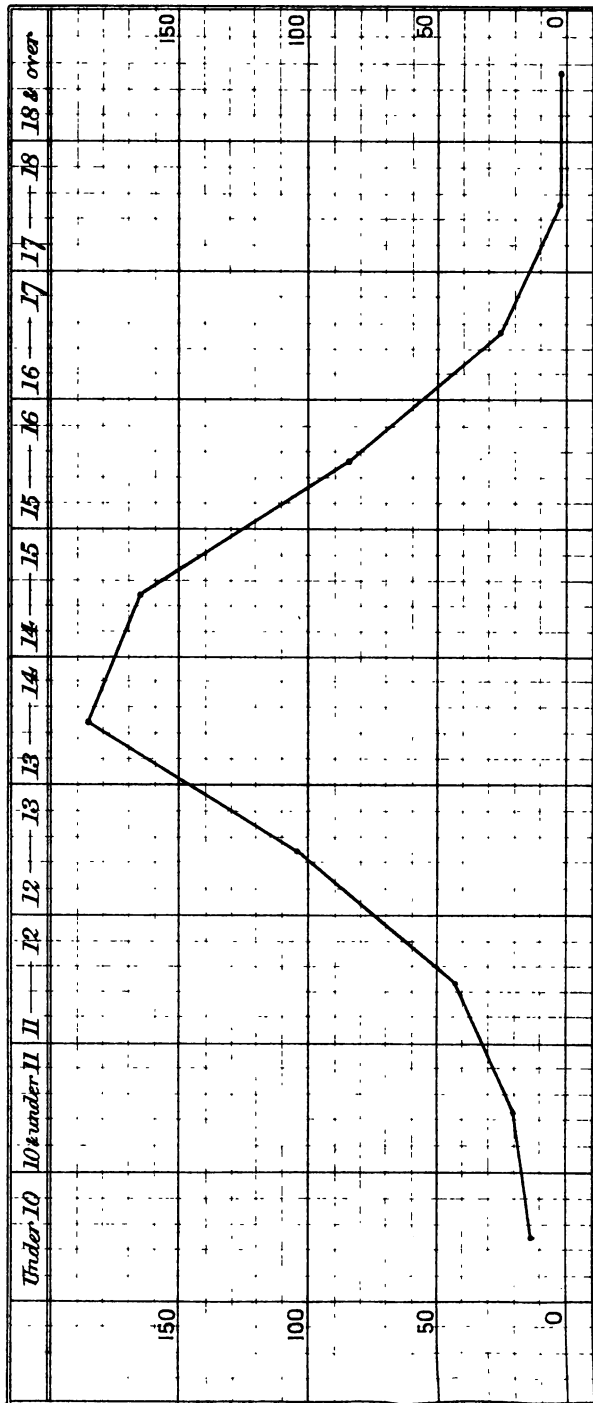


DIAGRAM 3.

NUMBER AND AGES OF PUPILS IN PUBLIC CO-EDUCATIONAL SCHOOLS IN DERBYSHIRE. SPRING TERM, 1904.



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of those who are sent to distant boarding schools no estimate can be formed; but it has been ascertained that 69 boys and 68 girls come in daily to public secondary schools in the County Borough of Derby from the county area, and that 18 boys and 25 girls from the area travel every day to the public schools of Burton. There are also 53 Derbyshire pupils in private schools in the County Borough of Derby.

There is no formula which can be applied to discover the number of pupils who ought at any given time to be in the secondary schools of a particular area. Social conditions and economic needs are so different in different districts that no rule could be of universal application. Moreover, the term "secondary education" is vague in meaning, and covers what are, in fact, very different types of training adjusted to different callings in life. The following table, however, based upon statistics of the same date and of like signification enables a comparison to be made between Derbyshire and three other English areas:—

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The results of this statistical comparison are not very favourable to Derbyshire. It should be remembered, however, that a county area embracing wide agricultural districts cannot be expected to show the same rate of attendance at secondary schools as an urban area where the population is within easier reach of facilities for higher education. Another point to be taken into account as closely bearing on the Derbyshire problem

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| BIRKENHEAD | 6·59 | 8·72 | 15·3 |

The results of this statistical comparison are not very favourable to Derbyshire. It should be remembered, however, that a county area embracing wide agricultural districts cannot be expected to show the same rate of attendance at secondary schools as an urban area where the population is within easier reach of facilities for higher education. Another point to be taken into account as closely bearing on the Derbyshire problem

is the fact that, in England, industrial districts of comparatively recent development are imperfectly supplied with secondary schools. In the neighbouring county of Stafford a somewhat similar condition of things has prevailed, and in the year 1903 an inquiry made by the Director of Education revealed the fact that the total number of boys and girls in both public and private schools within the Administrative County amounted to 2.23 per thousand of the population. But, nevertheless, when every allowance is made, we cannot escape the conclusion that in regard to secondary and higher elementary education Derbyshire has a good deal of leeway to make up. It has not yet been touched by the strong movement which, in Switzerland, Germany, and the progressive parts of North America, has produced so great a development of secondary schools. In Prussia, for example, where the secondary school course is, on the average, of much longer duration than with us, there were, in 1902-3 5.66 boys per 1,000 of the population in public, and 3.68 girls per 1,000 of the population in public and private secondary schools. These figures are more than double those for Derbyshire. In the United States the proportion per 1,000 of the population in the public and private secondary schools rose from 8.34 in 1901-2 to 9.35 in 1902-3. In the State of Maine, with a population about a third again as large as Derbyshire, there were no less than 16.51 per 1,000 of the population in the secondary schools.

It would be fallacious, however, to estimate the relative educational efficiency of different countries or neighbourhoods solely by the number of pupils found in their secondary schools. Statistical enumerations throw light upon the diffusion of higher education, but not necessarily upon its adjustment to social and economic needs. The aim to be kept in view is not simply the multiplication of secondary schools, as if the number of pupils receiving secondary education were in itself a sufficient index of the right adjustment of educational organisation to social and industrial requirements. Broadly speaking, no doubt, it is true that where we find popular and parental support readily given to secondary schools of good quality, there is a high level of intellectual interest in the community concerned. But it by no means follows that in order to develop the economic and civic efficiency of a particular neighbourhood, the next or wisest step to take is the establishment of a number of new secondary schools without careful regard to the correlation of the work of those schools to the social needs of the community and to other branches of educational organisation.

10 REPORT ON SECONDARY AND HIGHER EDUCATION.

It would certainly be possible, by establishing at an early date in Derbyshire a large number of new secondary schools, greatly to increase, within a few years, the number of pupils receiving secondary education in the County. But that increase would not necessarily prove that the education provided had really taken the form best adapted to meet the actual needs of the districts concerned.

The question of how best to meet the particular educational needs of Derbyshire at the present time is discussed in the following chapter.

NUMBER AND AGES OF PUPILS IN PUBLIC SECONDARY SCHOOLS IN DERBYSHIRE. SPRING TERM, 1904.

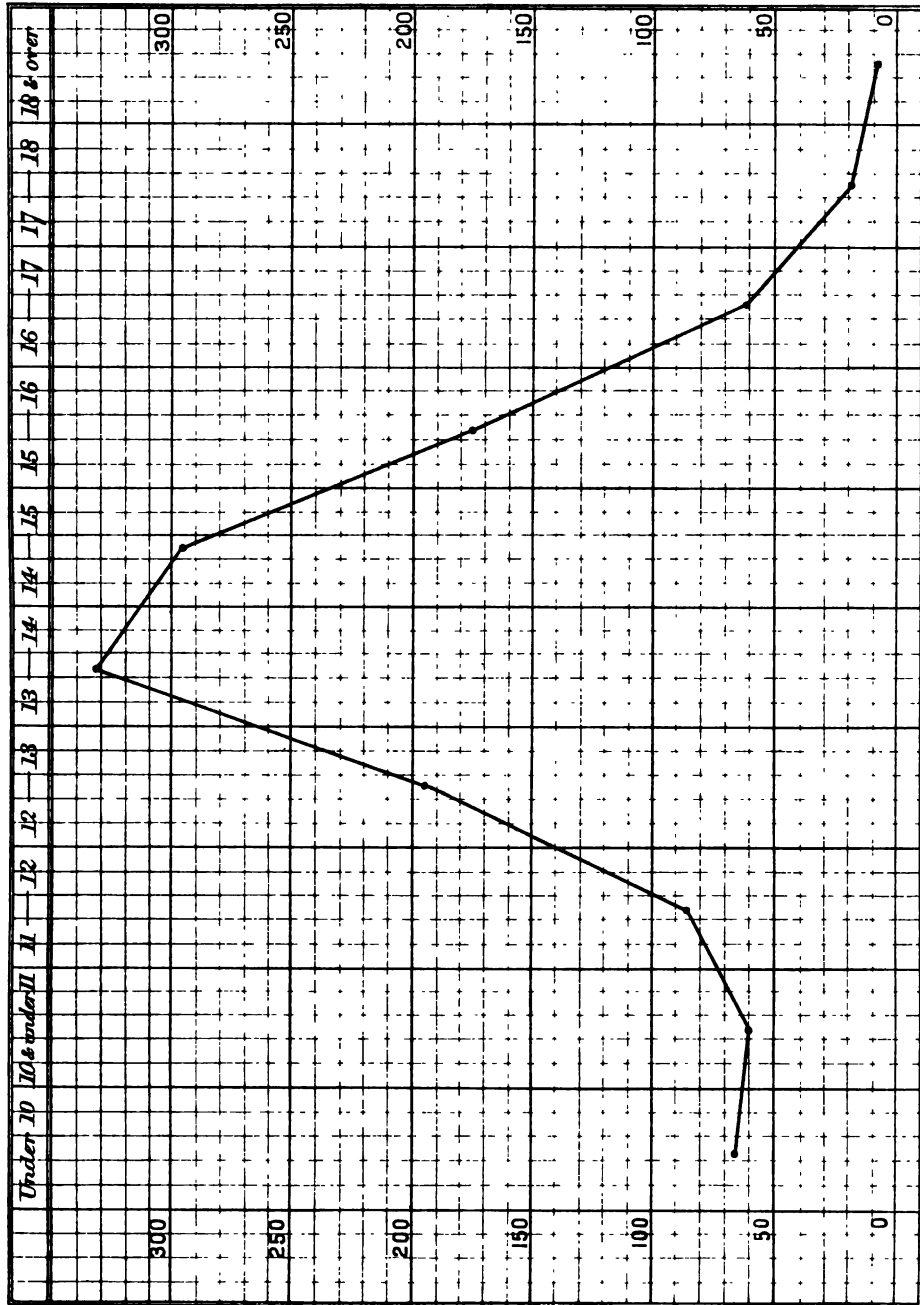


DIAGRAM 2.

NUMBER AND AGES OF PUPILS IN BOYS' PUBLIC SECONDARY SCHOOLS IN DERBYSHIRE. SPRING TERM, 1904.

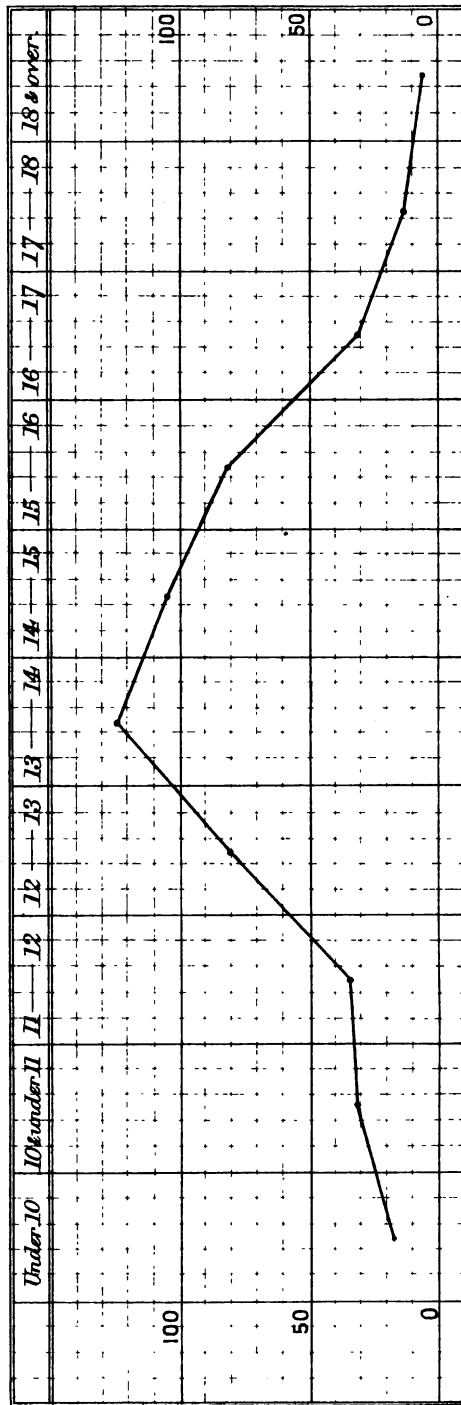
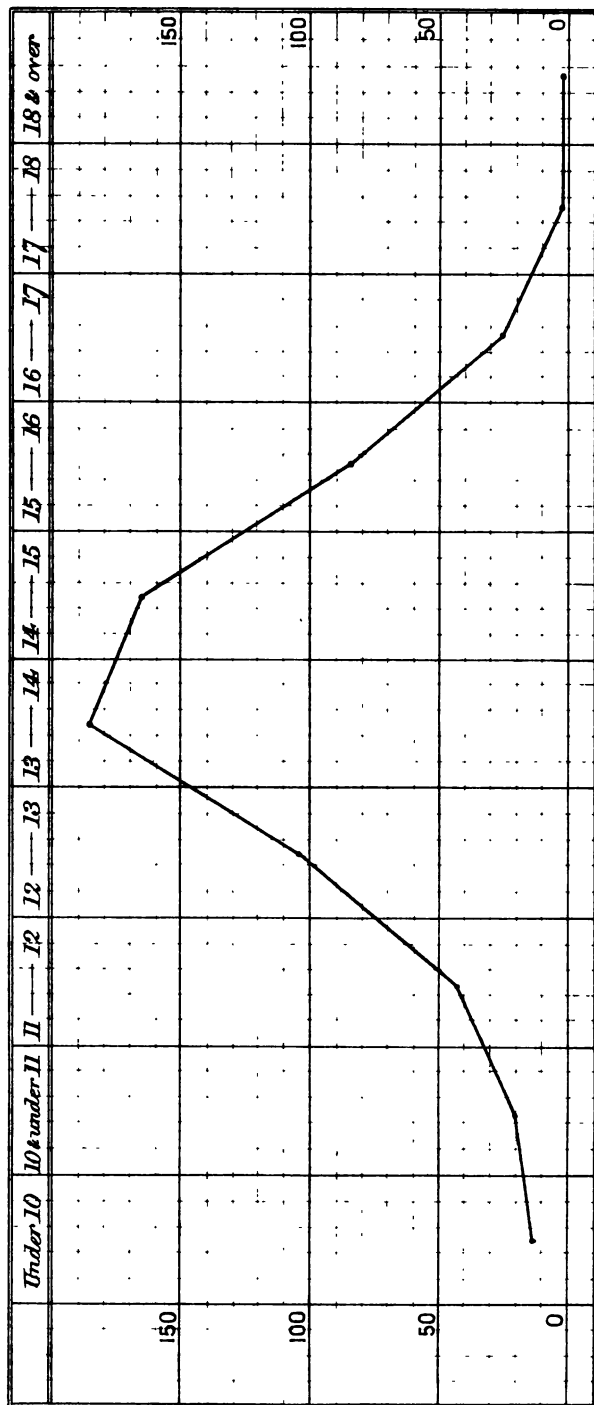


DIAGRAM 3.

NUMBER AND AGES OF PUPILS IN PUBLIC CO-EDUCATIONAL SCHOOLS IN DERBYSHIRE. SPRING TERM, 1904.



CHAPTER III.

OUTLINES OF THE PLAN SUGGESTED FOR THE ORGANISATION AND IMPROVEMENT OF SECONDARY EDUCATION IN DERBYSHIRE.

It was said by the late Lord Armstrong that "a man's success in life depends incomparably more upon his capacities for useful action than upon his acquirements in knowledge." In framing, for the consideration of the Committee, the plan described in outline in this chapter, I have endeavoured to bear constantly in mind the importance of bringing education into close touch with the real needs of life.

The course of my inquiry in Derbyshire impressed upon my mind the existence of a two-fold educational need. No one can travel through the populous districts in the eastern part of the County from Killamarsh to Swadlincote without being conscious of the growth of a strong feeling among the people that much should be done, and done quickly, to improve the educational opportunities for their children. Something is wanted to carry on the work of the elementary schools beyond the limits at present assigned to their ordinary curriculum. There is a widespread feeling that in many schools clever boys and girls practically "mark time" between the ages of twelve and fourteen. This inflicts upon them a permanent disadvantage, and injures their prospects in life. I would submit that Derbyshire has much to gain from an economic and from a civic point of view by spending liberally on real improvements in elementary education, and by providing at carefully-chosen centres new facilities for higher education, especially designed to meet the needs of boys and girls who will enter practical life at fifteen years of age. All down the eastern side of the County much ability seems to me to be at present running to waste. I am persuaded that the provision of a well-planned system of higher grade schools at convenient centres throughout the industrial and mining districts of the

County would prove a profitable investment, and that it would greatly enhance the economic and social well-being of the neighbourhoods in question.

To this end, I have submitted for the consideration of the Committee, in Chapter V. of this report, detailed proposals for the establishment of higher grade schools at the following centres:—Swadlincote (for the district including Newhall, Church Gresley, and Woodville), Long Eaton, Ilkeston, Heanor (a development of the present technical school), Belper, Alfreton and North Wingfield (for Clay Cross). A similar educational problem presents itself at New Mills, where I have suggested a corresponding treatment of the present technical school.

The practical difficulty is that the Higher Elementary School Minute at present in force in England and Wales is far from meeting the educational needs which have now arisen. The suggestions which the Minute makes in respect of a curriculum are meagre and indefinite; it contemplates the transference of children to the higher elementary school course at eleven years of age, or even earlier; and the grants which it offers are inadequate. But the only thing to do is to make a beginning with the Minute as it stands, and to hope that it may be changed. I would suggest that it needs change in the following respects. The course of study in a higher grade elementary school should combine the elements of a liberal education with some measure of direct preparation for the practical duties which the different pupils are likely to be required to discharge when they leave school at fifteen. Typical curricula which would secure this combination should be published by the Board of Education for the guidance of local authorities, the latter being given considerable freedom in suggesting modifications of the curricula in the light of local needs. The age of transference to a higher elementary school should be raised. Twelve years of age is the best time for transference from the elementary to the secondary school, and it would be convenient if the same age were also taken as the time of transferring, in ordinary cases, pupils from the elementary to the higher grade elementary school. Transference of all the more promising pupils from the elementary schools at an earlier age would tend to depress unduly the intellectual vitality of the ordinary elementary schools. A three years' course at a higher elementary school (twelve to fifteen) would be sufficient to secure the educational purpose in view. And it is undesirable to move a pupil very frequently from one type of school to another. Yet this would be the result of

a general acceptance of the present Minute for higher elementary schools laid down by our English Board of Education. A promising boy or girl would leave the elementary school at ten or eleven years of age, and go to the higher elementary school. At twelve, if elected to a scholarship, he would be transplanted once more, and moved to a secondary school for four years. At that age he might have to go to a pupil teacher centre for two years. And, finally, he would be transferred to a training college for two years more. The pupil would hardly have time to strike root anywhere. Moreover, the grants at present offered to higher elementary schools by the English Board of Education are wholly insufficient to provide instruction of the quality required in good schools of the higher grade type.

My inquiry has led me to the conclusion that what is now needed in the above mentioned districts of Derbyshire, as well as in many other parts of England, is a new type of higher grade school, organised on lines not unlike those which have proved successful in Scotland. The schools in question would provide a course extending over the three years from twelve to fifteen. In the first two years of the course the instruction would be of a general character. The central factor in it would be thoroughly good teaching in English, with the object of developing in the children the power of clear expression in their Mother Tongue. It should endeavour to cultivate precision of thought, accuracy of observation, and clearness of reasoning. The aim of this part of the curriculum should also be to give the children a love of good literature, and to encourage private reading, and, through the teaching of history, to develop in them a sense of civic and national duty. The curriculum should further comprise geography, begun earlier with the study of the home district; nature study, which should be connected with the art teaching; practical physics; elementary mathematics, including arithmetic, algebra, and geometry; drawing; handicraft exercises; class singing and carefully graded physical exercises. Except for boys intending to take the industrial course mentioned below, who would have manual training instead of French, the course should also include French, taught on the best modern methods, *e.g.*, as far as possible in the language itself, though with careful regard to grammatical accuracy. Such teaching would give the pupils a better understanding of their own language through the study of another, and would widen their intellectual outlook and sympathies by helping them to appreciate the national life and ideals of a great foreign people.

At the end of the two years' general course the plan of studies would be divided into two, three, or four branches, according to the needs of the district. All, however, should include the following:—(1) instruction in the laws of health; (2) class singing; and (3) physical training.

I.—The first of the four alternative curricula would be general, for both boys and girls, and would continue the general course outlined above, with the addition of instruction in hygiene. This course would be especially valuable for those intending to be pupil teachers.

II.—The second, for boys only, would be industrial in its character and outlook. It would carry forward to a further point the general training in English and in civic duty, the foundations of which had been laid in the first two years of the course; but its characteristic feature would be the training of the boys in subjects which would prepare them for efficiency and success in practical work. Stress would be laid on practical arithmetic and on practical geometry. The elements of mechanics would be taught and a sufficient amount of time would be devoted weekly to manual training through woodwork and ironwork. Training of the hand has an educational value which has been too much overlooked in the more bookish forms of education which have been hitherto prevalent. What is needed now is not a violent re-action towards handicraft in education, but a due combination of literary and manual training.

III.—The third course would be commercial, for boys and girls. Here, too, the liberal studies should not be neglected, seeing that human relationships are the basis of all commercial intercourse. The study of the foreign language, begun during the first two years, should be continued, and also the study of geography, which, if taught on the best modern lines, would form a highly educative feature of this course. A main object of the commercial course would be to impart a thorough understanding of the principles of arithmetic, and to give expertness in making calculations. Further, great stress should be laid on systematic exercises in handwriting, with a view to securing accuracy, legibility, and speed. The principles of book-keeping should be explained, and illustrated by the keeping of accounts in a simple form. The purpose and proper form of the commoner commercial documents (*e.g.*, invoices, cheques, etc.) should be explained.

IV.—The fourth course would be for girls, and its special characteristic would be household management. At the same

time, great care should be taken to preserve in this course a large measure of those liberal studies which develop the character and give training in the right use of leisure. Special stress should be laid on the teaching of hygiene in its application to the health of the home. On the household management side, this course would include instruction in cookery, laundry work, needlework (including mending, darning, and cutting out), the care of rooms, marketing, and the keeping of household accounts. Instruction should also be given in the care and feeding of infants.

The classes in such a school should be small, and the teachers carefully chosen. Some of them, at least, should have had experience in the work of a secondary school. There should be a playing field available for the use of the school, though not necessarily part of the school premises. There should be organised school games for both boys and girls. The latter are highly important as a means of developing *esprit de corps* and of teaching self-control and a willingness to co-operate for a common object.

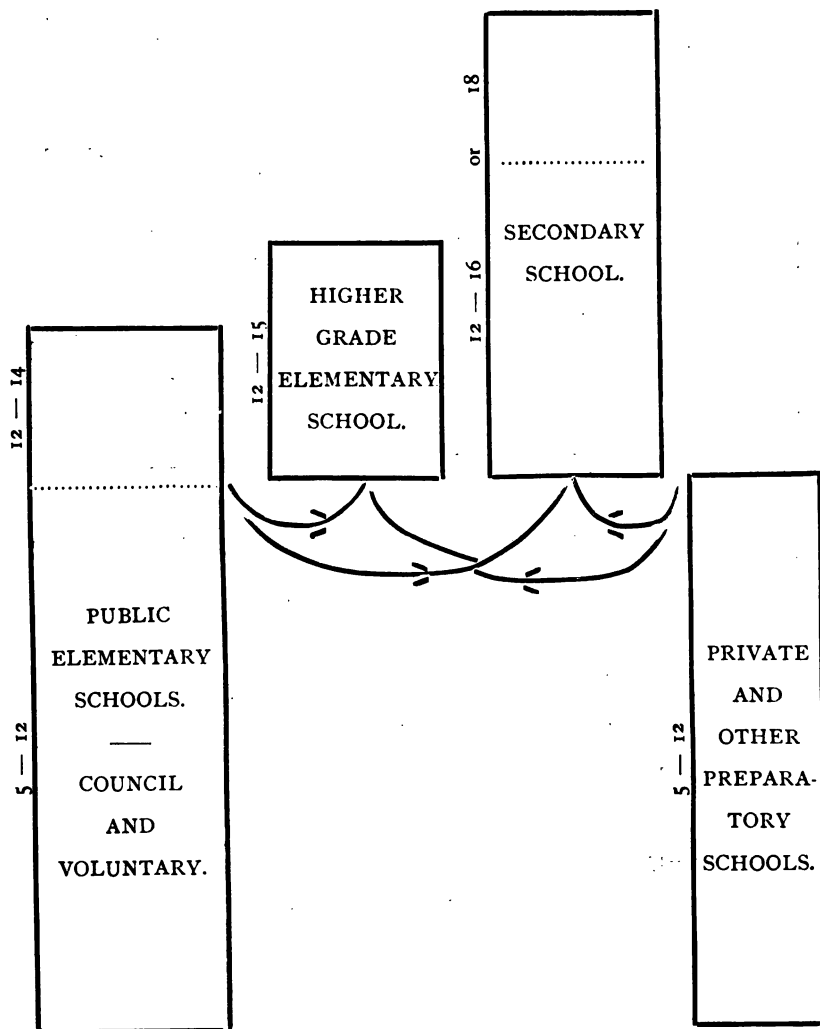
This suggested plan for a higher grade elementary school curriculum, and the connexion of the public elementary schools and private and other preparatory schools with the higher grade elementary school on the one hand, and the secondary school on the other, are shown in the following diagrams :—

(A) SUGGESTED PLAN OF HIGHER GRADE ELEMENTARY SCHOOL CURRICULUM.

| | General Course. | Industrial Course (Boys only). | Commercial Course. | Domestic Course (Girls only). |
|-------|-----------------|--------------------------------|--------------------|-------------------------------|
| 14—15 | | | | |
| 13—14 | General Course. | | | |
| 12—13 | General Course. | | | |

(B) DIAGRAM SHOWING THE CONNEXION BETWEEN PUBLIC
ELEMENTARY AND PREPARATORY SCHOOLS AND

- (i.) Higher Grade Elementary School (12-15) and
- (ii.) Secondary School (12-16 or upwards).



In order to provide this kind of education in a satisfactory way, great care would have to be taken to secure thoroughly competent teachers. The education given, therefore, would not be cheap. I estimate the annual cost of maintaining such a higher grade school (apart from interest on expenditure on sites and buildings) at from £8 to £10 per head. Towards this outlay the Government grants offer but a meagre contribution. Assuming that the Board of Education allowed, in respect of a three years' higher grade elementary school course extending from twelve to fifteen, nothing more than the grants at present made for the first three years of the higher elementary school course, which begins at eleven years of age at latest, the Government grant on the higher scale and including the fee grant would only amount, on the average, to £2 19s. od. per head. If it were permitted to earn on a three years' course extending from twelve to fifteen the grant at present offered in respect of the last three years of the four-year course, the Government grant on the higher scale and including the fee grant would amount, on the average, to £3 17s. 4d. per head. These grants would leave respectively a net cost chargeable to the rates of £5 1s. od. or £4 2s. 8d.,* assuming it to be possible to provide the education required at £8 per head. But I believe that even this outlay, if the school were really good, would be remunerative, and that the education given would meet a real need, widely felt in the industrial districts of Derbyshire.

I would venture to express the hope that the Board of Education may see its way to extend its present Higher Elementary School Minute on the more liberal lines already adopted in Scotland. The following table shows in parallel columns the present English and Scottish arrangements for higher grade schools:—

* If, with the permission of the Board of Education, a low fee of, say, 6d. a week were charged, this amount would be proportionately reduced. It is understood that the Board would require from 12½ per cent. to 25 per cent. of the school places to be free. Allowing for the higher number of free places, and reckoning the school year at forty-four weeks, the net cost to the rates would therefore be lessened by 16s. 6d. per head per annum.

HIGHER ELEMENTARY SCHOOLS (ENGLAND) AND
HIGHER GRADE SCHOOLS (SCOTLAND).

COMPARISON OF CODES FOR 1904.

ENGLAND.

GRANTS.—(*Higher Elementary Schools*).—Amount of year's grant for each unit of average attendance (an attendance meaning attendance during 2½ hours):—

| | Higher Scale. | Lower Scale. |
|----------------|---------------|--------------|
| First year ... | 35/- | 31/- |
| Second year | 47/- | 43/- |
| Third year | 65/- | 55/- |
| Fourth year | 90/- | 73/- |

The Inspector to recommend the higher grant unless he is unable to report favourably as to the suitability of the instruction to the circumstances of the scholars and the neighbourhood, the thoroughness and intelligence with which it is given, the sufficiency and suitability of teaching staff, and the discipline and organisation.

Higher Elementary Schools are also eligible to receive the Fee Grant (10/- per annum per scholar in average attendance) and the Special Aid Grant under Section 10 of the Education Act, 1902.

SCOTLAND.

GRANTS.—I. *Higher Grade Schools or Departments*.—On average attendance of pupils enrolled in recognised first year's course:—

50/-*

On average attendance of pupils who, having completed a first year's course, are now pursuing an approved second year's course:—

70/-*

On average attendance of pupils who, having completed a second year's course of a definite character, spend any further time in the study of the same subjects:—

90/-*

Payment may also be made for practical instruction which is in accordance with the general aim of the course at the following rates:—

Experimental Science, per 100 hours attendance, **12/6**.

Manual Instruction, and, for girls, Cookery, Laundry Work, Dairying, Dressmaking, Practical Household Economy, per 100 hours attendance, **8/4**.

Higher Grade Schools are also eligible to receive the Grant in Relief of Fees (amount not stated, distributed in proportion to average attendance), and, if Voluntary Schools, the Aid Grant to Voluntary Schools (3/- per annum, per scholar in average attendance).

II. *Supplementary Courses*.—On the average attendance of children over 12 years of age:—

50/-

(which may be increased or diminished at the same rates as the Higher Grade School Grants).

Practical Instruction (for scholars over 12 years of age):—

Experimental Science, per 100 hours attendance, **12/6**.

* These may be increased by one-tenth in cases of exceptional efficiency, and may be diminished by one or more tenths for faults of discipline or instruction, non fulfilment of curriculum or failure (after due notice) to supply proper equipment.

ENGLAND—*continued.*

CURRICULUM.

The Curriculum and Time-table must be approved by the Board, and must show that a sufficiency of science instruction, both practical and theoretical, is provided for in each year of the four years' course.

The school must be organised to give a complete four years' course of instruction approved by the Board, and scholars newly admitted must, except with the express sanction of the Inspector, begin with the first year course.

The premises must be specially equipped for practical instruction.

SCOTLAND—*continued.*

Manual Instruction, etc. (as on opposite page), per 100 hours attendance, 8/4.

Attendances of pupils under 12 enrolled in Supplementary Courses are paid for at the rate allowed for the Senior Division of the Elementary School.

The grant in relief of fees, and the aid grant to Voluntary Schools are also paid in respect of children in supplementary courses.

CURRICULUM.

A scheme of work and time-table must be submitted to and approved by H.M. Inspector.

I. *Higher Grade Schools or Departments.*—A. The instruction may be either :—

- (1) Predominantly scientific and technical (Higher Grade [Science] Schools);
- (2) Predominantly commercial (Higher Grade [Commercial] Schools);
- or (3) They may give a course which is recognised by the Department as specially suited to girls or to special classes of Pupils.

A Higher Grade School may, under certain circumstances and on certain conditions, be recognised as giving two or more alternative courses.

B. (1) In all Higher Grade Schools of whatever kind the curriculum must include the following :—*English, History, Geography, Higher Arithmetic, and Drawing.*

(2) The Higher Grade Science Course must include in addition :—*Mathematics, Experimental Science*, and as a rule some form of *Manual Work*.

(3) The Higher Grade Commercial Course must, as a rule, include in addition :—One or more *Modern Languages, Book-keeping, Shorthand, and Knowledge of Commercial Products.* The study of Arithmetic, History, and Geography must have a Commercial application and the Modern Language teaching must aim at the attainment of ability to speak as well as to read and write the language.

ENGLAND—*continued.*SCOTLAND—*continued.*

- (4) Special Higher Grade courses for girls may be allowed, giving, in addition to the general subjects named above, practical training in *Household Economy*.

Provision must also in all cases be made for adequate Physical Exercise, Singing, instruction of girls in Needlework, and Learning by heart of pieces of poetry of literary merit.

[With the sanction of the Department a uniform course of instruction in preparation for the Intermediate Certificate (Leaving Certificate Examination) may be substituted for the above special courses. Such a course must provide for the instruction of all pupils according to a well graduated scheme in the following subjects :—*English* (including *History* and *Geography*), *Mathematics* (including *Arithmetic*), at least one *Language* other than *English*, *Science* and *Drawing*.]

II. *Supplementary Courses :—*

A. Subjects common to all classes—
(1) *English* (including learning by heart, composition, etc., and having for its main object the creation of a taste for good literature), (2)* *Laws of Health, Money Matters* (Thrift, Investment, Insurance), *Institutions of Government* under which we live, *The Empire, Nature Study, Drill, Singing*.

B. *Special Courses* (in addition to above) :—

- (1) Commercial.—*Arithmetic, Book-keeping, Common Commercial Documents, Handwriting, Short-hand* (optional).
(2) Industrial.—*Geometry and Mensuration, Applied Arithmetic, Woodwork or Ironwork* (or both), *Mechanics*.
(3) Course for Rural Schools.—*Nature Study, Geometry, Study of Newspaper Market Reports, Keeping of Accounts, Woodwork or Ironwork* (optional).

* It is not imperative that all the subjects under (2) shall be taken up with the same set of children.

ENGLAND—*continued.*

GENERAL ORGANISATION.

LENGTH OF COURSE.

The School must be organised to give a complete *four years'* course of instruction.

AGE LIMITS.

10—15.

A child must, as a rule, have been at least two years under instruction in a Public Elementary School.

SIZE OF CLASSES.

35—40.

(There must be a teacher to every class, and the laboratory should be as a rule under a teacher of its own.)

SIZE OF SCHOOL.

As a rule limited to 350.

SCOTLAND—*continued.*

- (4) Household Management (girls); *Housekeeping* (including care of house and clothing, marketing and accounts, cookery, laundry, needlework (especially mending, darning, and cutting out); special extension under Laws of Health (see p. 20) of such topics as bear upon the health of the individual and the family; *Arithmetic*, *Scale Drawing*, *Dressmaking*, and (optional) use and care of sewing machine.

(Alternative schemes may be submitted to the Inspector for approval.)

GENERAL ORGANISATION.

LENGTH OF COURSE.

The course of instruction in a Higher Grade School or Department must extend over not less than *three years*.

Supplementary courses of one year or more at the top of the Elementary School (generally two years, 12—14).

AGE LIMITS.

None specified.

Practically, for Higher Grade Schools, 12—15.

Practically, for Supplementary Courses, 12—14.

SIZE OF CLASSES.

Higher Grade Schools.—There must be one teacher to every 30 or fewer on the roll.

Supplementary Courses.—Classes not to exceed 40.

SIZE OF SCHOOL.

No limitations.

Pending, however, any change in the present Higher Elementary School Minute, I would suggest that the schools should, nevertheless, be organised under it, provided that the Board of Education gave its assent to a suitable curriculum.

In the following chapter, therefore, I have reluctantly adopted the basis of a four years' course for the suggested higher grade elementary schools in Derbyshire, though it is to be hoped that a change in the Board of Education's Minute might make a three-year basis possible. The latter would be

more economical by saving one year of the course ; it would be educationally sufficient ; it would avoid unnecessary weakening of the intellectual life of the ordinary elementary school ; and it would fit in with the best method of transference from the elementary to the secondary school.

In certain other districts of the County I would suggest a modification of the above plan. There are a few places where there is no need for a fully organised higher grade elementary school, but where an upper department, giving supplementary courses of instruction up to fifteen years of age, might be attached to one of the existing public elementary schools. This might be done at Bolsover, and also at Sudbury and at Brailsford. Possibly also at Melbourne. Owing to the comparative smallness of the schools, the cost per head of these upper departments would be relatively larger.

I would further suggest that in connexion with the proposed new higher grade elementary schools at Heanor, Ilkeston, Long Eaton, New Mills, and Swadlincote, pupil teacher centres be established with a preparatory class, to cover the gap between the close of the higher elementary school course at fifteen and the beginning of the pupil teacher course at sixteen. In some cases, *e.g.*, at Ilkeston and Long Eaton, these preparatory classes would form the nucleus of what might become a secondary school in the future. Ultimately, if needed, pupil teacher centres might also be established at Alfreton and North Wingfield (for Clay Cross).

But the provision of higher grade elementary schools with varied curricula on liberal lines will not alone meet the educational needs of the County. There is also required an improvement in the education which is intended for pupils who will remain at school till they are at least sixteen years of age, and some of whom will continue at school even longer. This type of education is chiefly needed by pupils who look forward to a professional career, or to occupying posts of high responsibility in industrial or commercial life. Many of them will proceed, after leaving school, to a University or to a place of higher technical instruction. The requirements of the professional or University preliminary examinations constrain us to plan the courses of study in such schools on more traditional lines than would be appropriate or necessary in the case of the higher grade elementary schools. It would not be wise to attempt to meet these two different educational needs through one curriculum of studies. Better results will be gained by keeping the secondary school curriculum distinct from and

alternative to the higher grade elementary school curriculum from twelve years of age upwards.

This separation of curricula, however much we may regret its existence, is made necessary by the fact that the professional callings, for which the secondary schools have to prepare many of their pupils, require certain kinds of knowledge (especially Latin), which are unsuitable as ingredients in a course of training appropriate for those who will enter on the practical duties of life at fifteen years of age. It is impossible to foresee what will be, a generation hence, the normal course of secondary education in our English schools. But at present we are compelled to retain every educational instrument of tested value. Great changes are taking place in the spirit and aims of secondary education. But we have not yet reached the point at which we can say that the courses of study in secondary schools have successfully adjusted themselves to the new needs of modern life. The practical inference which may be drawn from these considerations is that, instead of hurriedly multiplying secondary schools with more regard to the number of pupils to be attracted to them than to the quality and character of the training and instruction which modern needs make it expedient to devise and provide, the more prudent course will be to concentrate effort on getting a sufficient number of secondary schools into a high state of efficiency (developing existing schools where circumstances allow, but establishing new ones when necessity requires), at staffing these schools with very competent teachers, and at encouraging them to make various experiments in curricula and in methods of teaching.

The world is passing through a period of critical change. The need for experiment is felt on every hand. No one can predict with confidence the kinds of secondary education which fifteen or twenty years hence will be regarded as being most necessary, or, in the wider sense of the word, profitable. Educational methods and traditions have always to adjust themselves to those profound changes in current ideas which come about through great extensions of human knowledge. During the last fifty years the limits of knowledge have been pushed back, with extraordinary effects upon the material conditions of human life. Nor has this period of change failed to make a deep impression upon our habits of mind and upon the social relationships between different parts of the community. The old order of thought has been shaken, and along with an immense increase in material well-being there has come a certain hesitancy of mind in regard to deeper

things. Hence, much that was formerly taken for granted in educational procedure is now being subjected to destructive criticism. The result of this is that we must be prepared for the necessity of remodelling at no distant time what we may provide to-day. There is no single educational formula in which at present we can implicitly believe.

At the same time, we are bound to act. The needs of the great populations, especially of those in the industrial and commercial districts, are pressing. Other nations with whom we have to compete, not only in the sphere of industry and commerce, but in the more momentous struggle between national ideals, have thrown themselves with extraordinary ardour into the work of educational reconstruction. By the results of those efforts, good or bad, they are changing the emotional and intellectual conditions of the world struggle. But in that world struggle, we, as a nation, are compelled to bear our part according to the new conditions of the time. Hence, cost what it may, we cannot afford at this juncture to remain inactive in our educational policy. We may feel that many of the modern educational movements have set in a dangerous direction; we may suspect that in course of time much that at present looks attractive and liberating will be followed by disillusionment and reaction; but we are bound to act, in order to secure for the masses of our people that kind of alertness of mind and readiness to try new things, without which we shall fall out of step with those other nations, into close relationship with whom we are inevitably brought by the necessary interchange of the products of the varied industries upon which we and they depend.

But the essential thing in all education is not the quickening of the wits, but the strengthening of the character. Its benefits depend on the quality of its moral and intellectual influence, not simply on the quantity of its provision. The most indispensable factor in it is the personality of the teacher. The mere handing-on of pieces of knowledge is not education; still less is preparation for the passing of examinations. Education, in its true sense, aims at the development of the moral personality, of the physical powers, and of the intellectual aptitudes of the pupil. Its most valuable results consist not in erudition (as it is only too easy to give people more knowledge than they can digest, as well as the wrong kind of knowledge for their duties in life), but in alertness and openness of mind, in the desire to get to the bottom of things, in the power of drawing right conclusions from observed facts and of grappling

with practical difficulties in a persevering way, in ability to work with other people of different opinions, in firmness of moral principle, in the power of saying "no," in courage, reverence, and self-control. The question of how to extend and improve secondary and higher education is not by any means a school question only, but one aspect of a many-sided social and economic problem. In dealing with it, it is necessary to bear in mind the interests of the community as a whole, besides the personal advantage of the individual pupils to whom such education may in future be given.

No single scheme of educational re-organisation will fit the needs of all districts alike. Different neighbourhoods require different kinds of provision, if the most pressing needs of the whole community are to be satisfactorily met. My inquiry has thus led me to the conclusion that in Derbyshire the wiser course will be (1) to meet the new educational needs of the masses of the people in the industrial districts by greatly improving the elementary schools and by liberally providing higher grade schools of a new type, as suggested above, and (2) so far as day secondary education is concerned, to concentrate effort on supplying it in good quality at a limited number of centres, but to make it accessible, by means of scholarships, to boys and girls of exceptional promise throughout the County. The cost of providing secondary education of good quality is so great that concentration at well-chosen centres seems indispensable. In so far, therefore, as secondary education, in the strict sense of the word, is concerned, the plan submitted in this report recommends the selection of certain centres, and the provision at those centres of day secondary education of a high intellectual standard.

The centres within the Administrative County at which it is suggested that this should be done are as follows:—Chesterfield, for boys and for girls in separate schools; Ashbourne, for boys and girls in the same school; Bakewell, for boys and girls in the same school; and Duffield, for girls only; the last-named place being chosen by reason of its railway convenience. The Grammar School and Church High School for Girls at Derby and the Grammar School and Girls' High School at Burton-on-Trent will be available for many pupils living in adjacent parts of the Administrative County. Furthermore, it is suggested that use should be made of secondary schools of high standing which happen to lie just beyond the county boundary, but are within easy reach of pupils living in certain districts. Among these may be named the new

King Edward VII. School about to be established in Sheffield, and the Sheffield High School for Girls; the Nottingham High School for Boys and High School for Girls; the Manchester Grammar School and High School for Girls; the Grammar School for Boys and the Grammar School for Girls at Ashby-de-la-Zouch; and the Queen Elizabeth's Grammar School for Boys and the Queen Elizabeth's Grammar School for Girls at Mansfield.

CHAPTER IV.

DETAILED SUGGESTIONS FOR THE IMPROVEMENT OF SECONDARY EDUCATION IN THE COUNTY, AND FOR THE INSTRUCTION AND TRAINING OF PUPIL TEACHERS.

For convenient reference, this chapter is divided into sections geographically arranged under the following headings:—Alfreton; Ashbourne; Bakewell; Belper; Bolsover; Brailsford; Buxton; Chesterfield; Clay Cross; Dronfield; Duffield; Glossop, Heanor; Ilkeston; Long Eaton and District; Matlock; New Mills; Ripley; Staveley, Netherthorpe Grammar School; Sudbury; Swadlincote, Church Gresley, Woodville and Newhall; Tideswell; West Hallam; and Wirksworth.

It contains a description of the work and needs of the public secondary schools of the county, with proposals for their improvement. The educational requirements of districts where there is at present no public secondary school are also discussed, and suggestions are made for meeting them. Throughout the chapter special regard is paid to the need of providing for the instruction and training of pupil teachers under the new regulations of the Board of Education.

I.—ALFRETON.

In considering the needs of Alfreton, I have received valuable help, as in many other parts of my inquiry, from Mr. G. H. Grindrod, His Majesty's Inspector of Schools.

Alfreton seems a very suitable centre for the establishment of a higher grade elementary school, with ultimately, if needed, a pupil teacher centre and preparatory class attached, for the following reasons:—

(1) It is the centre of a populous district, including South Wingfield, Shirland, Higham, Stonebroom, Blackwell, South Normanton, Westhouses, Tibshelf, Newton, Somercotes, Riddings, and Codnor Park. Thus, if Alfreton were taken as a suitable place for the establishment of a higher grade school, it would conveniently fill the gap between the Heanor school

and the school now at Clay Cross, which I suggest elsewhere (p. 72 of this report) should be moved two miles away to North Wingfield, for convenience of railway connexions. For the present it will be sufficient to send boys and girls who intend to become pupil teachers by train from the Alfreton district either to Heanor or Ilkeston. But the educational needs of the Alfreton district affect a large number of children besides those intending to become pupil teachers, and I would, therefore, suggest that it is expedient to establish a higher grade elementary school there, with, ultimately, if needed, a pupil teacher centre attached.

(2) Considerable numbers of parents in the Alfreton district have expressed a strong desire for improved educational facilities for their children.

(3) If a higher elementary school were built at Alfreton, there would probably be no need to erect another *elementary* school (except, perhaps, an Infants' Department) for some time to come.

Recommendations.

I would, therefore, suggest that a higher grade elementary school be established at Alfreton on the following lines:—The school to carry forward the education of children from the eleventh* to the fifteenth year. The first two years' course of instruction should be of a general character. The most important subjects in this general course should be:—(1) English, with a view to cultivating the power of expression in the Mother Tongue, a love for good literature, and a sense of civic duty. (2) French, taught on the best modern methods, *i.e.*, as far as possible in French, but with careful regard to grammatical accuracy. The aims of the French teaching should be to give the children (*a*) a stronger grasp of their own language by the study of a second one, and (*b*) a sympathetic understanding of the national life and ideals of another great civilised nation besides their own. (3) History. (4) Geography, beginning with the study of the home district, and elementary practical physics and nature study. Nature study should be carefully linked with the art teaching. (5) Elementary mathematics (arithmetic, algebra, and geometry). (6) Drawing and handicraft exercises. (7) Class singing—a most important educational feature of the curriculum. (8) Physical exercises, including drill and organised school games.

* See pp. 12-22.

The classes should be small, and the teachers highly qualified. Some of the latter should have received their training in good secondary schools. The higher grade school should have in connexion with it a good playing field, with a view to developing organised games, which teach alertness, the power of friendly co-operation, and *esprit de corps*.

At the end of the first two years' course of general instruction, the curriculum should branch into three divisions. The first of these should carry forward the work of the general course, including in it simple instruction in the laws of health. This course would be especially valuable for those intending to become pupil teachers. The second course should be industrial, for boys. Here the liberal element of training should not be neglected, as it must never be forgotten that it is injurious to stunt the personality of the workman and to narrow down his civic and human interests to trade concerns. The economic value of well-planned education depends on the combination of two things—liberal training and wisely directed technical studies. An essential object of the industrial course should be to give the pupil a sound knowledge of applied geometry and applied arithmetic. The course should include as one of its strongest features manual training in woodwork and ironwork, the pupil being taught the proper use of tools and trained to produce objects from working drawings. The third course should be a household management course, for girls. Here, again, care should be taken to secure liberal influences in the training, and there should be plenty of English literature, English history, and drawing taught in the course. The more specific features of the course would be cookery, laundry work, needlework (including mending, darning, and cutting out); well-planned lessons in house-keeping, including the care of rooms, marketing, and the keeping of household accounts; the care of personal health, and the general laws of healthy living.

Attached to the higher grade elementary school there should be, ultimately, if needed, a pupil teacher centre. As the higher grade course would end at 15, and the pupil teacher course begins at 16, the gap would have to be bridged by the establishment of a preparatory class in connexion with the pupil teacher centre.

I estimate that the annual cost of a higher grade school such as is described above would be (apart from cost of site, buildings, and equipment) from £8 to £10 per head of pupils in the school. The grants, inclusive of fee grant, payable under the present Higher Elementary School Minute of the Board of

Education would be in respect of each pupil going through the whole four years' course an average of from £3 os. 6d. to £3 9s. 3d. per head.

If the permission of the Board of Education were obtained, a low fee, say 6d. a week, might be charged. Allowing for twenty-five per cent. of free school places, and reckoning the school year at forty-four weeks, this would mean a reduction in the cost to the rates of 16s. 6d. per head per annum. Assuming that the grants would be at the higher rate, the maintenance cost per head per annum over and above grants and fees would be from about £3 15s. upwards.

If a pupil teacher centre at Alfreton were found necessary hereafter, the cost of maintaining the preparatory class attached to it would probably be (again apart from cost of site, buildings, and equipment) about £9 per head. The Government grant is at present only £4. The annual cost of maintaining (apart from site, buildings, and equipment) the pupil teacher centre would be about £10 per head. The Government grant towards this is £7 per head.

II.—ASHBOURNE.

Queen Elizabeth's Grammar School at Ashbourne was founded in 1585, and reconstituted in 1879. In 1903 the endowments were £385 10s. 7d. These are applied to general school purposes, except that a pension of £40 per annum is paid to a former second master who retired in 1879. The Grammar School is conveniently placed in the main street, nearly opposite the Church. Its many-gabled front is a beautiful specimen of late Elizabethan or early Jacobean architecture. It consists of one main room, one class-room, and a laboratory, and provides accommodation at present for about 60 pupils. In February, 1904, there were 42 pupils in the school, all boys. Seven of these were boarders, and 35 day pupils. Two of the boarders and four of the day pupils live outside the Derbyshire area. Plans for the enlargement of the school buildings have been approved by the Governors. It is proposed in future that the school shall be co-educational. I would venture to express the hope that in the alterations which are about to be made the picturesque front of the school should, if possible, be left untouched.

The minimum age of the boys at entrance is eight, the average twelve years. More than half the pupils have received their

previous education in public elementary schools. The average length of stay in the school is two-and-a-half years. The subsequent careers of pupils have been as follows:—Of 122 boys who have left during the past ten years, and twelve of whom are not accounted for, 30 per cent. have gone into retail trade; 17 per cent. have become farmers; about 11 per cent. have become clerks in merchants' offices or on the railway; 8 per cent. have gone on to Universities or other places of higher education; about 10 per cent. have entered the Civil Service; about 12 per cent. have become articled clerks, or have taken similar positions; about 4 per cent. have become engineers; about 4 per cent. have entered manufacturing industries; and about 4 per cent. have become elementary schoolmasters. Twelve scholarships are now held in the school, ten of these being County Council minor scholarships. At the date mentioned above, none of the boys were over sixteen years of age. Only six were over fifteen. More than half the total number of pupils were between thirteen and fifteen. The staff of the school consists of the headmaster, Mr. W. J. Butcher, B.Sc., and two assistant masters. There is one visiting teacher of shorthand. There is no gymnasium or music room. The laboratory has been temporarily recognised by the Board of Education, pending re-building. The school rents a playing field near the station. It is recognised by the Board of Education as a secondary day school in what, up to the recent change in the Regulations, was known as Division B. In 1903 the school earned £42 Government grant on 27 pupils. It received from the Derbyshire County Council, in addition to £60 in respect of ten scholars, £40 in aid of science teaching. Sundry small sums have also been granted by the County Council for apparatus. The fee for day pupils is £7 10s. od. per annum. The following are extra subjects:—Greek and German, £1 1s. od. each per term; music, £1 6s. od. per term; shorthand, 5s. per term.

At the time of the visits paid by my colleague (Professor Foster Watson) and myself, the most striking feature in the school work was the interest shown by the headmaster and boys in the teaching of biology. The Ashbourne Grammar School is recognised on its science side as a "rural science school," taking as the main subjects general physical science and biology. Natural history walks are organised; a small museum has been started in the school, and pains are taken to interest the pupils in the flora and fauna of the district. There is good work done in drawing; but the arrangement of

having two classes doing different work at the same time under one master is undesirable. The best point in the drawing work was the care taken constantly to correlate it with the observation of Nature. The amount of time given to the teaching of English subjects in the higher classes is inadequate. It is desirable that the teaching of geography in the school should be re-modelled. The course should be so planned as to give a thorough knowledge of the chief physical features of the district. It is expedient that there should be attached to the staff a teacher specially trained in the knowledge of French and in the art of teaching it. Some of the lessons are too long: for example, in one form an arithmetic lesson lasted from 11.15 till 12.40, the last half-hour of this period being given to mental arithmetic.

The extent of the area from which this school at present draws its pupils is shown by the following analysis of the homes of the boys who were in the school at the time of my visit:—Nineteen came from Ashbourne; eight were day boys coming in by train: one from Hartington, two from Tissington, one from Thorpe Cloud (this boy lives four miles from the station; he leaves home at 7.30 a.m., and gets back at 6 p.m.; in winter he goes to live with the headmaster for a time); one from Rocester (this boy leaves home at 7.30 in the morning, living two and a half miles from the station); two from Clifton (one of these lives at Snelston, one and a half miles from Clifton station); one from Norbury (this boy lives two miles from the station, and starts at 8 a.m.). Eight day boys walk in from the neighbourhood: four from Osmaston, three miles (they come down in a motor wagon that fetches coal, but walk back); one from Yeldersley, four miles' walk; one from Mapleton; one from Fenny Bentley, three miles' walk; one from Mayfield, two miles.

Four are weekly boarders, viz., from Hartington, Longford, Sudbury, and Cubley. Three were full boarders, coming from cities at a distance. Boys have come to this school daily from Brailsford, six miles distant.

The headmaster finds that many boys who come here with the intention of staying for a long course are needed at home by their fathers, and so have to return to work on the farm before their school course is finished. He also finds that the mothers are much keener about education than the fathers. The farmers in the neighbourhood are prepared to leave their daughters longer at school than their sons, and to spend more money on their education. The headmaster hopes

that when the school becomes co-educational, the girls will stay on for a longer course, and keep their brothers longer with them. There are signs of an increased desire in the neighbourhood to gain the benefits of education.

The main difficulties with which the school has to contend are :—(1) The late age at which many boys enter, and the short time of their stay in the school; (2) the difficulty of communication with other towns, owing to the poor railway connexions; (3) the difficulty found by farmers in obtaining labour, and the consequent necessity of keeping their boys at home to help on the farm; (4) the internal deficiencies of the present school buildings.

Recommendations.

I would suggest that Ashbourne Grammar School be made one of the strong centres of secondary education in the County. The analysis of the careers of former pupils shows for what a variety of callings the school is required to prepare the boys who go to it from the district. When the new buildings are completed, and girls are admitted to the school, the complexity of its task will be increased.

A highly qualified lady teacher should be placed in charge of the girls in the Grammar School when the school becomes co-educational. For the sake of the pupils who are going on to the universities or entering the learned professions, it is desirable that there should be a master attached to the school who can give classical training of high excellence to those who require it. There should also be a master or mistress who can take the geographical teaching on the best modern methods throughout the school, linking with this the teaching of history. The teaching of the English subjects in all the classes should be strengthened. There should also be a master or mistress of high qualifications who has been specially trained during residence abroad for the teaching of French and German, and the Education Committee would do well to enable this modern language teacher regularly to attend holiday courses in France or Germany. The school ought to have a playing field under its own control. Part of this, or a separate playing field, should be reserved for the girls. Vocal music should be taught throughout the school. There should be for all pupils a well-graded course of physical training. The school library should be improved by the addition of an encyclopædia, good standard dictionaries in various languages, atlases, and other books of reference.

It would be desirable to establish in connexion with the school a hostel for girls coming to it as boarders from the agricultural districts in the neighbourhood. The boys should board with the headmaster or with one of his assistants. Boarding arrangements are a necessity at Ashbourne, in order to bring the advantage of higher education effectively within the reach of promising boys and girls living in this agricultural area. This is a side of the school which may in future be considerably developed, especially through the operation of the Board of Education's Regulations for the Instruction and Training of Pupil Teachers.

There should be established in connexion with the school a pupil teacher centre for boys and girls. In schools in rural districts, pupil teachers between the ages of 15 and 16 may, with the special consent of the Board of Education, be admitted for an engagement of three years. If the County Education Committee decided to avail themselves of this provision, the pupil teacher centre at Ashbourne should be so organised as to provide, when necessary, a course of three years, instead of two years. It will also be necessary to arrange, in connexion with the pupil teacher centre at Ashbourne, preparatory classes, taking boys and girls from fourteen to sixteen, after their sojourn in the elementary schools at Brailsford and Sudbury, if the latter are re-organised and strengthened in the manner suggested on pp. 53 and 116 of this report. It will not be difficult for the headmaster of the Grammar School to give general superintendence to the whole institution; but I would suggest that a highly-qualified lady teacher should be placed in special charge of the girls at the pupil teacher centre and at the preparatory classes attached to it.

If this plan commends itself to the judgment of the County Council, Ashbourne Grammar School and pupil teacher centre would be organised as follows:—The ordinary secondary school course, which should be insisted upon as a minimum for all those holding scholarships, and which all parents should be pressed to allow their children to complete, would extend over the four years from twelve to sixteen. Boys and girls intending to take more advanced work would stay on at the Grammar School till eighteen years of age and upwards. On the other hand, those intending to teach in elementary schools would, after completing the four years' course, enter at sixteen the pupil teacher centre attached to the school. But we must not forget the needs of another contingent of pupils. If the elementary schools at Brailsford and Sudbury are re-organised

and strengthened by the addition of supplementary classes, a certain number of boys and girls, but chiefly girls, will wish to come on to the Ashbourne School, preferably as weekly boarders, at fourteen years of age. But it is doubtful whether in all cases these pupils would be able, on entering the Grammar School, to take up the work at the same point which would already have been reached by pupils of the same age previously trained in the school. This difficulty would, however, be met by attaching to the pupil teacher centre two year preparatory classes from fourteen to sixteen. There is no doubt that these preparatory classes might be worked in close connexion with the other classes in the school itself, but their curriculum should be so arranged as to meet the needs of the later comers without sacrificing the interests of those who had come to the secondary school at an earlier age. The difficulty of adjusting the curriculum would be less in the second year of the preparatory classes than in the first.

The size of staff required to secure the true efficiency of the Ashbourne School will be large in proportion to the number of pupils.* The diversity of need among the pupils and the comparative smallness of the school will enhance its relative costliness. But I would urge that it is well worth while to make the Ashbourne School in future a thoroughly efficient secondary school, with pupil teacher centre attached. I estimate that to secure true efficiency, the cost of maintenance in the secondary school would be about £20 per head per annum, rising to £23 or £25. The cost of the pupil teacher centre, which might be worked in close connexion with the school, taking advantage of many of its facilities, would amount to about £10. In making this calculation, I have first estimated the cost of maintaining the secondary school in true efficiency, without a pupil teacher centre at all. If the pupil teacher centre is attached, and the cost of maintaining the secondary school is still regarded at the old level, the cost per head in the pupil teacher centre will be relatively lower than in the secondary school, because much of the expenditure necessarily incurred for the secondary school would not have to be repeated for the pupil teacher centre. I should, however, estimate the cost per head in the pupil teacher centre as not

* There should be at least one teacher to every twenty pupils in the school. The salaries in the case of men should be £150 rising by annual increments of £10 to £300 per annum, and in the case of women, £110 rising by annual increments of £10 to £250 per annum.

less than £10, and in the preparatory class as not less than £9, per annum.

The Board of Education would, on the average, contribute per head for each scholar completing the four years' course in the secondary school, £3 10s. 0d. per annum; for the pupils in the preparatory class, £4 per annum; and for the pupil teachers in the pupil teacher centre, £7 per annum. In view of the necessarily large expenditure on the secondary school, I think it well deserves consideration whether it would not be wise to raise the fee for day pupils in the Grammar School, so as to lessen the amount payable by the County Council. There is much to be said for the view that if the quality of the instruction given were first-rate, the raising of the fee would not injure the interests of the school. Parents would be willing to pay a much higher fee for a really good education. If, however, this policy were adopted, it would be necessary to have a considerable number of free places for really promising children; but no pupil should be admitted to the school at all who did not show at the entrance examination proof of capacity to profit by the advantages of the school. In conducting the entrance examination for a school of this kind, it should be remembered that boys and girls in country districts develop more slowly than those who live in the towns.

III.—BAKEWELL.

(1) *Secondary Education for Boys and Girls.*

The Lady Manners School at Bakewell was founded in 1637, and re-opened as a co-educational school in 1896. The foundress was the widow of Sir George Manners, who was the son of the famous Dorothy Vernon, of Haddon Hall. Her purpose was to provide a Free School, where boys from Bakewell and Rowsley might be educated "in good learning and in the Christian religion." The endowment is only £45 a year. The school was re-organised by a scheme approved by the Charity Commissioners in 1894, and new buildings were opened in 1896. The aim of the re-organised school is to provide secondary education on modern lines for boys and girls. The new departure has been fully justified by its results. The school has been a great success. More than once in

the course of my inquiry I heard it spoken of as having been "a blessing to the neighbourhood." It has had the good fortune to enjoy the strenuous and liberal support of the leading residents in Bakewell and of many influential friends in its neighbourhood. The Chairman of the Governors, who is well acquainted with the state of feeling in the surrounding district, finds everywhere that the school has a strong hold upon the confidence of the farmers and others who live within reach of it. It is not too much to say that the school has given a new sense of the value of education to a considerable neighbourhood.

Situated in the picturesque little market-town of Bakewell (population a little over 3,000), in one of the most beautiful districts of Derbyshire, the Lady Manners School draws its pupils from a wide area. Bakewell stands on the Midland line between Derby and Manchester (ten miles from Matlock and twelve miles from Buxton), and has a good service of trains. Seventy pupils come to the school daily by train, the "catchment area" of the school extending from Chapel-en-le-Frith and Buxton on the N.N.W. to Matlock and Cromford on the S.E. In June, 1904, fifty-five pupils (twenty-seven boys and twenty-eight girls) were coming from the Matlock district, and twenty-three pupils (six boys and seventeen girls) from the Buxton district. Many of the pupils are drawn from the villages in the neighbourhood of Bakewell. From Baslow, Pilsley, Edensor, and the district extending N. and N.E. from Bakewell to Calver and Curbar, ten come in daily. A like number come from Youlgrave, Middleton, and Over Haddon on the South. Another ten come from Ashford, Sheldon, and Taddington on the West. Of the seven boarders (summer, 1904), all but one came from the neighbourhood. Thus the Lady Manners School serves not Bakewell only, but a wide district, containing over 53,000 inhabitants. There is much in the work of the school, in its plan of organisation, and in its evident hold upon the district, which reminds the visitor of the corresponding development of what are called "district high schools" in the agricultural parts of progressive North America. In studying the history and needs of the Lady Manners School, I received assistance from Mr. Brooke Taylor, Miss Kathleen Martin, Mr. Storrs Fox, Mr. Payne Gallwey, Mr. Bowmar (Clerk to the Governors) and the headmaster, Mr. Tindall.

In February, 1904, there were 146 pupils in the school (69 boys and 77 girls). Seven of these (two boys and five girls)

were boarders. Only one pupil (a boarder) came from outside the Administrative County of Derby. Twelve of the pupils were over sixteen years of age. Those between twelve and sixteen formed 71·2 per cent. of the number of pupils in the school. The minimum age at entrance is eight years and the average twelve years. The average length of stay in the school is two and a quarter years, but in February, 1904, 8·9 per cent. of the pupils had already been four years. Fifty-two per cent. of the pupils had received their previous education in a public elementary school; thirty-two per cent. had previously been at private schools. The remainder had come from other secondary schools, or had received their previous training at home. The school fees for day pupils are £7 a year, including books. In case of more than two children from the same family attending the school at the same time, the third or subsequent pupil's fee is £5 a year. Extra fees are charged to those who take instrumental music (£1 a term), dancing (7s. 6d. a term), and gymnastics (6s. a term).

The subsequent careers of the pupils have been as follows :—Fifteen per cent. have entered retail trade; fourteen per cent. have become teachers, almost entirely in public elementary schools; twelve per cent. have entered banks or insurance offices as clerks; twelve per cent. have entered on engineering or other apprenticeships; eleven per cent. (girls) are living at home with their parents; nine per cent. have gone on to Universities or other places of higher education; four per cent. have gone on to technical schools; three per cent. have become farmers; three per cent. have obtained articulated clerkships or similar positions; two per cent. have gone into manufacturing industry; one per cent. have entered merchants' offices; and fourteen per cent. have gone on to other secondary schools, usually through their parents leaving the district.

The headmaster of the school (Mr. A. L. B. Tindall, M.A.) is doing an admirable work. He has shown much readiness to sacrifice his own interests for the good of the school. By his energy he has increased the number of pupils, and has gained for the school a high reputation in the district. He has the help of six assistant teachers, exclusively attached to the school (three men and three women), and seven visiting teachers. The teaching and organisation of the work in science are very good. The senior assistant master (Mr. J. H. Howgate, B.A.) succeeds, by his skill as a teacher and by his interest in his subjects, in calling forth among the boys and girls a spirit of work which is highly satisfactory. But the rest of the staff, though hard-

working, are neither in point of academic qualification nor in methods of teaching noticeably strong. The funds at present available for carrying on the school are insufficient to provide for the adequate payment of the staff. It is especially necessary to strengthen the literary and humanistic side of the teaching in the school, to cultivate among the pupils a love of good literature, to encourage and guide their private reading, to arouse and train their imagination, and to cultivate their powers of appreciating beautiful things. I would also suggest that more should be made of vocal music in the upper forms of the school.

The school is recognised by the Board of Education in what was known, until the recent change in the Board's Regulations for Secondary Schools, as Division A. In 1903 the school earned in Government grant £344 18s. 11d. on 65 pupils. It is inspected by the Board of Education. It receives from the Derbyshire County Council a special grant of £150 and a capitation grant of £40. The following table shows the annual cost of maintaining the school during the seven years 1897-1903:—

| Year ending 31st July. | Number of Pupils. | Cost per head. |
|---------------------------|----------------------|-------------------|
| 1897 | 59 | £ s. d. 9 3 7 |
| 1898 | 85 | 9 11 11 |
| 1899 | 119 | 9 19 5 |
| 1900 | 135 | 10 12 5 |
| 1901 | 135 | 9 19 11 |
| 1902 | 137 | 11 3 8 |
| 1903 | 122 | 10 14 9 |

The following is an approximate statement of the receipts and expenditure of the school for the year ending July 31st, 1904:—

| RECEIPTS. | | | | PAYMENTS. | | | |
|---|---------------|----------|----------|---|---------------|----------|----------|
| | £ | s. | d. | | £ | s. | d. |
| Endowment | 45 | 0 | 0 | Head Master | 366 | 0 | 0 |
| Fees | 917 | 0 | 0 | Assistants | 694 | 10 | 0 |
| „ County Council | 60 | 0 | 0 | Clerk | 50 | 0 | 0 |
| County Council Books | 24 | 0 | 0 | Printing and Advertising | 46 | 15 | 0 |
| „ Capitation | 40 | 0 | 0 | Books, Chemicals, and Apparatus | 133 | 11 | 6 |
| Special Grant from County Council | 150 | 0 | 0 | Rates, Rents, Taxes, and Repairs | 152 | 0 | 0 |
| Scholars' Travelling | 38 | 5 | 0 | Fuel, Light, and Cleaning | 74 | 0 | 0 |
| Other Receipts, including Cambridge Local Fees and Night Classes | 151 | 0 | 0 | Scholars' Travelling | 38 | 5 | 0 |
| Board of Education Grant | 400 | 0 | 0 | Other Expenses, including Cambridge Local Fees paid over and Night Classes | 265 | 0 | 0 |
| | <u>£1,825</u> | <u>5</u> | <u>0</u> | | <u>£1,820</u> | <u>1</u> | <u>6</u> |

The headmaster and his colleagues do much to foster the corporate life of the school. Social evenings and entertainments are frequently held. There is a school magazine. School games are carefully organised. The result of these efforts is that the *esprit de corps* of the school is fairly good, and distinctly growing in strength. This is one of the most important sides of the work of a secondary school, and not least in the case of such a school as the Lady Manners. Attention is paid to the training of the hand and to physical education. At the time of my visit, the boys were making bookshelves for the school reference library. The manual training room (used also as a gymnasium) and cookery room attached are situated at a short distance from the main school building, and are lent to the Governors by the Duke of Devonshire, at a nominal rent, on certain conditions. The school has a playing field of twelve acres within about five minutes' walk. It lies low, however, and is often not available in wet weather. Last winter much of it was for some weeks under water. The boys play cricket and football; the girls cricket and hockey. Occasionally mixed hockey teams play.

The present school buildings were erected in 1895. They consist of three class rooms, a good chemical laboratory, a physical laboratory, a pleasant art room (used as a class room for two classes), and the detached workshop and small cookery room mentioned above. The three class rooms are good, except that room "C" is badly lighted. They are provided with good desks. The science master says that in the laboratory they can just accommodate the pupils for the chemistry, but are

distinctly cramped in doing so. The buildings were intended to accommodate 120 pupils. The success of the school has out-distanced the original expectations of its promoters, and in the summer of 1904 as many as 156 pupils were being taught in premises clearly inadequate for the proper accommodation of so large a number. The Governors have hired a large room in the adjoining Town Hall, which is the property of a private company. The shareholders of the latter have done all in their power to further the interests of the school, and have cut a doorway through from the school into the Town Hall. The large room mentioned above cannot, however, be used in the autumn and spring terms, as it is pretty constantly let to theatrical companies. In the summer term it is continuously available for school purposes, but cannot be used for anything noisy when the magistrates are sitting underneath. The masters and mistresses have the use of another room in the Town Hall as a common room, but on two days in the week they have to vacate it, as it is let as a waiting room to a dentist, of whose obliging courtesy, however, the headmaster would wish me to make acknowledgment. Separate common rooms for masters and mistresses are much needed. The girls' cloak room is far too small. It has no hot pipes (a serious matter, in view of the long distances travelled by many of the pupils on their way to school, often in wet weather), and at the time of my visit was in need of a proper boot rack, which, however, was about to be supplied. A second room is now used as a supplementary girls' cloak room, but is also required by the women teachers as a place in which to correct school exercises. The boys' cloak room is not ventilated to the open air. The boys' offices are quite inadequate. The girls' offices and lavatory are also inadequate for their numbers, and the latter was untidy, chiefly because it is the only place in which they can store their things. Although many of the children bring their dinner and eat it in school, there is no dining room. The only playground actually attached to the school is a small asphalted yard behind, with entrances from the school and the street. The boys and girls come out separately into this yard for fresh air and recreation. If the playing field is under water, the boys use the yard, and the girls stay in the class rooms. The yard is immediately under the windows of the room used by the magistrates as a court room. On about two days in the week, when the court is sitting, the yard cannot be used by the boys and girls, because the noise made by their play disturbs the magistrates.

Thus the two great weaknesses of the Lady Manners School are—(1) the deficiencies in its staff of teachers, and (2) its cramped and inadequate accommodation. How best to remedy these defects is discussed under the head of Recommendations below.

(2) *Instruction and Training of Pupil Teachers.*

Bakewell will be an excellent centre for the instruction and training of pupil teachers, both boys and girls. It would be desirable, alike on educational and administrative grounds, to establish the pupil teacher centre in organic connexion with the Lady Manners School, and under the same headmaster. As far as possible, the pupil teachers should be drawn from those who have gone through the four years' course (12-16) at the Lady Manners School. But it would be inexpedient to close the door to all others, and in the wide district of which the Lady Manners School is the educational centre there will always be some who, though well fitted for the work of teaching in elementary schools, have been prevented by one reason or another from enjoying the advantage of attending a secondary school from twelve to sixteen. In view of this, I would suggest the establishment at the Lady Manners School, in connexion with the pupil teacher centre, two years' preparatory classes (14-16) to meet the exceptional case of late-comers. As far as might be, these classes should be carried on as part of the ordinary work of the school, but they should not be allowed to break into the regular course of study provided for those pupils who were going through the full school course from twelve to sixteen.

(3) *Recommendations.*

The Lady Manners School has a strong claim upon the consideration of the County Education Committee. Its Governors and Headmaster have accomplished an excellent work in the teeth of great difficulties. The residents in the neighbourhood have been liberal in their gifts of time, thought, and money in aid of it. The educational results of their labours have, so far as circumstances allowed, been highly satisfactory. But much needs to be done in order to bring the school to a right level of efficiency, and to enable it to render to its extensive neighbourhood the service which the educational needs of the locality now require.

(a) *Staff.*—I would suggest to the Committee that the staff of the school should be greatly strengthened. In a school doing

such an important work, and holding such a prominent position in the educational system of the County, the salaries paid to the assistant teachers are much too low to command (save by a sort of accident) the services of the type of teacher which the school needs. In February, 1904, the salaries paid were respectively £160, £100, £95, £90, £90, and £35—in all cases without board and residence. The largest of the salaries was paid in respect not only of day school work, but also of services rendered in the evening classes. And, although these salaries were increased last summer, they are still below the level necessary to secure the right kind of services. I would suggest that the salaries of the senior assistant master and mistress and of at least half the rest of the assistant teachers appointed to future vacancies should be on the following scale which I would recommend as suitable for the chief day secondary schools of the County, viz., in the case of men, £150, rising by annual increments of £10 to £300 per annum; and in the case of women, £110, rising by annual increments of £10 to £250 per annum. The other assistant teachers should, if men, begin at £150, and, if women, at £110 per annum, and rise by annual increments of £10 to £200 and £160 respectively. In suggesting this, I do not propose that half the staff should be of lower calibre, but that, with a view to economy, the school should be worked, in respect of half its assistant staff, by teachers who would not stay at the school as long as their senior colleagues.

The staff of the school should be increased by two teachers. Special pains should be taken to strengthen the school on the side of the humanities. The teaching of English, of French, of history and of geography should be kept upon a high level of excellence. One teacher might take the English and French (being regularly sent abroad once a year to a holiday course or for private residence in a French family), and the other the history and geography. This teacher should have been trained at the Oxford School of Geography or at some similar institution.

There should be a highly qualified senior assistant mistress placed in special charge of the girls, including those at the pupil teacher centre.

There should be one woman teacher who could take charge of the physical exercises of the younger boys and all the girls throughout the school, and of the girls in the pupil teacher centre.

(b) *Equipment*.—The school reference library should be strengthened. A good encyclopædia, copies of the best

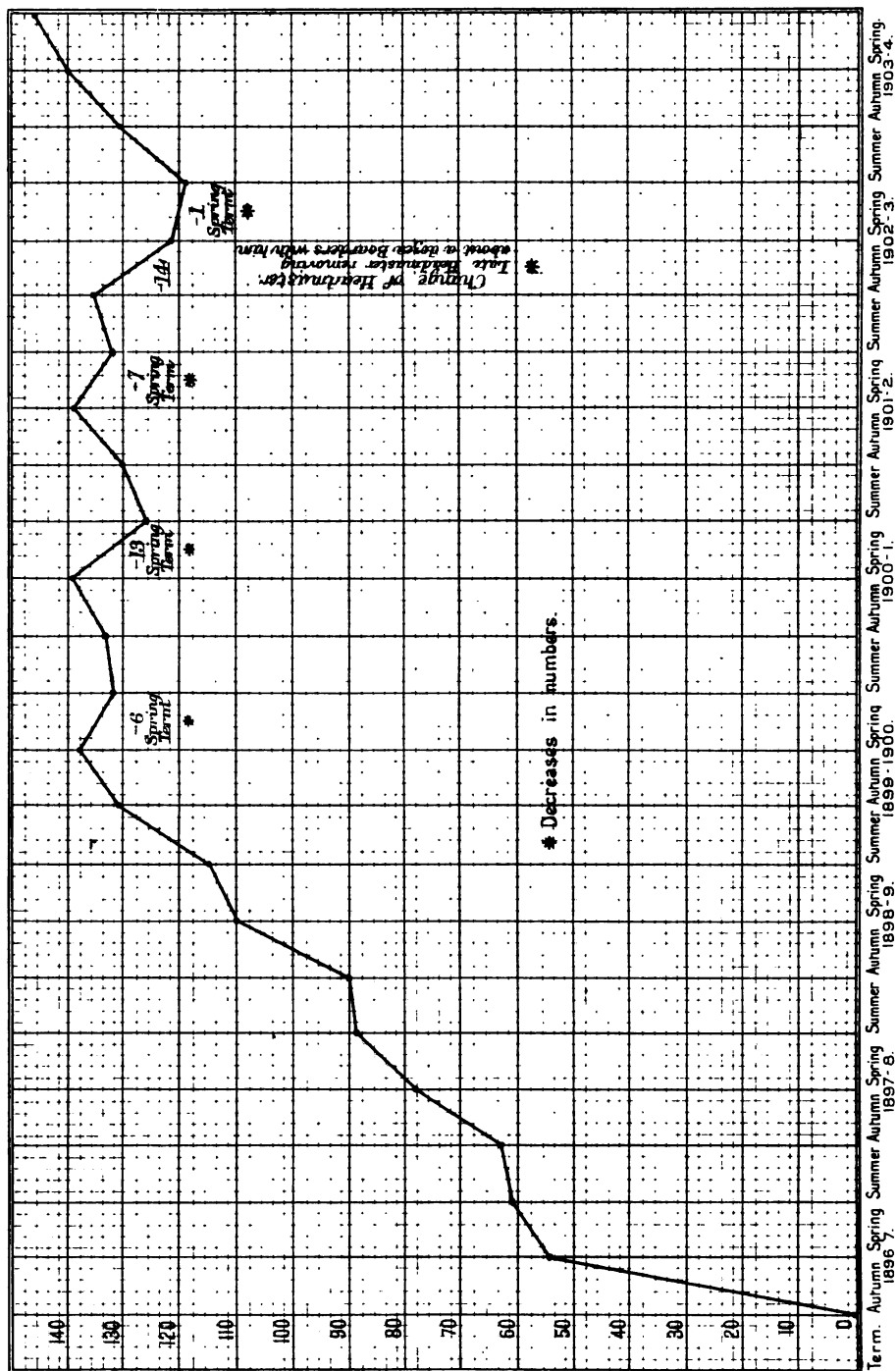
English, Latin, French, and German dictionaries, some good atlases, the Dictionary of National Biography, and a good selection of standard works in English literature, in history, and in geography, should be supplied. The equipment for the teaching of geography should be made thoroughly efficient. A good collection of photographs should be supplied for the illustration of lessons in history, literature, and geography.

(c) *Buildings*.—What has been said above will have shown how urgent is the need for improvements in the accommodation of the school. But how most wisely to effect the necessary improvements and extensions is a difficult question. It is clear, at any rate, that things cannot go on as they are. For future action, two alternative courses suggest themselves, as follows:—

(1) Something might be done in the way of extension on and near the present site. The present buildings abut upon the Town Hall on the one side, but on the other adjoin an open space, leased to a club, though the residents in some adjacent houses are permitted to use it as a garden. Possibly, if the assent of the Duke of Rutland could be obtained to such a course, a two-storied wing might be thrown out from the present buildings across the end of the open space, parallel with the street. Such a wing might contain, on the ground floor, two class rooms and, possibly (if space allowed) a mistresses' common room, the connecting corridor being next to (and lighted from) the street, and the windows of the rooms looking out upon the open space behind. The upper floor might be devoted to a large assembly hall, which could be divided by a movable partition into two good class rooms. Girls' cloak room and lavatories might be placed in the half-basement. The present girls' lavatory and cloak rooms might be improved and placed at the disposal of the boys. Class room "C" should be better lighted. Possibly the door opposite might be partly glazed.

But all the needs of the case could not be thus met. There should also be provided a dining room, and, in order to enable one of the existing class rooms to be turned into a master's common room, an additional class room. I would suggest that temporary accommodation might be provided for these purposes as near the school as possible. On the site itself there is no room for more than has already been proposed, but there is no reason why all the school premises should be under the same roof, provided that the temporary additions are within a few minutes' walk. The manual training room and cookery room are already separated in this way from the school itself.

TABLE SHOWING NUMBERS OF PUPILS IN ATTENDANCE AT LADY MANNERS SCHOOL, BAKEWELL.



I would not suggest expensive buildings for the purpose. If no rooms could be rented, a temporary structure might be put up. Possibly when this was done better accommodation might be provided for the cookery instruction. If at any future time school dinners were provided, it would be a convenience to have the cookery room and the dining room under the same roof.

The reasons in favour of this course (assuming that the assent of the Duke of Rutland were given to the necessary enlargement) are—(a) that it would be the more economical procedure; (b) that it would avoid the risk of the present buildings being left upon the Governors' hands; and (c) that, in view of proposed improvements in the educational facilities of other towns from which pupils at present come to the Lady Manners School at Bakewell, it is difficult to predict the number of the pupils who are likely to require accommodation at Bakewell in a few years' time. The establishment of preparatory classes and a pupil teacher centre for girls at Buxton (see p. 57) would certainly draw off some of the girls from that neighbourhood, who, if present conditions continued, would come to Bakewell. A girls' public secondary school at Duffield (see p. 77) would draw off some pupils from Matlock, Cromford, and neighbourhood. During the last seven years the number of pupils in the Lady Manners School has rapidly increased, and since 1900 the numbers, with occasional set-backs, have shown, on the whole, a steadily rising tendency. Taking everything into account, I am inclined to think that, if things are not hurried elsewhere, the numbers in the Bakewell school will not fall away, provided that there is no lessening of effort on the part of the headmaster and his staff. The diagram facing this page shows graphically the rate of increase in the numbers of the pupils in the school since 1897.

The objections to the course are that if, as is much to be hoped, it is decided to make great improvements in the staffing and equipment of the Bakewell school, there is every reason to think that it will not only hold its own, but rise to a higher level in point of numbers. In that case, the question of building a new school on a different and more open site would prove to have been only postponed, and the expenditure upon extensions of the present premises would have been largely thrown away, there being little hope, in case of the sale of the buildings so enlarged for a special purpose, of a complete return of the money laid out. Moreover, on the present site there is no room in any case for any enlargement of the little playing yard now attached to the school.

And it must not be forgotten that besides the extensions suggested above, a house would have to be taken in the immediate neighbourhood of the present school in order to accommodate the pupil teacher centre.

(2) The alternative course would be to build an entirely new school on ground near the railway station. This would be a more convenient site for the pupils coming by train. It would be possible to build the new school on a plan thoroughly well suited to the needs of the case, and with resultant improvements in hygiene and in educational efficiency. Moreover, the pupil teacher centre could be built in organic connexion with the secondary school.

On the other hand, the necessary capital outlay would be considerable. If the school (including pupil teacher centre) were built for 200, the cost, at £45 a place, would be £9,000, exclusive of the site. This sum, I am informed, it would be impossible to raise wholly by voluntary contributions in Bakewell. Taking all the circumstances into account, and especially the fact that the Lady Manners School is not at all exclusively a Bakewell school, one-third of the cost, including the site, ought, in my opinion, to be so raised; but the remainder would equitably fall upon the rates of the area served by the school, under section 18 1 (a) of the Education Act, 1902.

I have endeavoured to lay before the Committee a dispassionate statement of the considerations which need to be taken into account in a settlement of this balanced question. Perhaps, however, I may be permitted to add that, after long reflection upon the matter, my own judgment inclines towards the plan of building a new school, but only on the assumption that, if that plan were adopted, two other conditions were happily fulfilled, viz.:—(1) That the improvement in the teaching staff and equipment of the school were regarded by the County Education Committee as having by far the more pressing claim upon their consideration, and as being much more vital in its bearing upon the real usefulness of the school than the question of new and costly buildings; and (2) that the Board of Education saw its way to sanctioning the erection of part, at any rate, of the new school on lines of extreme economy, in view of the fact that no one can at present confidently predict the status of the Lady Manners School twenty years hence, or the effect upon its numbers of the erection of new schools in other parts of the district from which it at present draws some of its pupils. A strong staff of teachers, admirably equipped for their work, is needed at

Bakewell far more than great expenditure upon bricks and mortar. And our aims and methods in secondary education are in such a transitional state that it is imprudent to build new secondary schools, in such a place as Bakewell, as if we knew for certain that our present ideas of what is educationally fitting will remain unchanged for generations. I am far from meaning to argue for unwise parsimony in building operations, but I would suggest the desirability of permitting some admixture of temporary accommodation in a new structure, provided that the health and educational well-being of the pupils were not allowed to suffer thereby.

(d) *Transport of pupils to the School.*—The Lady Manners School could be made more serviceable to many parts of the district if arrangements were made to help pupils from the outlying districts to come more easily to the school. I am told that about three wagonettes daily would be sufficient to accommodate the neighbourhood. One should bring pupils from Baslow, Pilsley, Edensor, and district (tapping Curbar and Calver). Another should serve Youlgrave, Middleton, and Over Haddon. A third should accommodate Taddington, Sheldon, Ashford, etc. From each of these three districts the school draws, as a rule, ten daily pupils. Some walk as much as ten miles a day. In winter, especially, this is too much for many of the girls. A wagonette service, organised by the Governors, with the help of the County Education Committee, ought to be very nearly self-supporting.

(e) *Pupil Teacher Centre.*—The educational needs of the district call for the establishment of a pupil teacher centre, for boys and girls, at Bakewell. The centre would advantageously be connected with the Lady Manners School, and be placed under the direction of the headmaster. There should also be two years' preparatory classes (14-16) attached to it, so far as possible in organic connexion with the secondary school, in order to meet the needs of late-comers, of whom there would always be a few, in consequence of the special circumstances of this wide district. In view of the number of girls in the pupil teacher centre and preparatory classes, the senior assistant mistress on the staff of the Lady Manners School should be given special responsibilities in regard to the care of their health and the supervision of their studies. If possible, the periods of practical training in selected public elementary schools should be placed in solid blocks of time at the beginning and at the end of each pupil teacher's apprenticeship, the intervening year being devoted wholly to

studies in the secondary school. Or, if the Board of Education's regulations were altered to allow of such a course, the first year of pupil teacherhood might be devoted to study and the second year to practice in the schools.

(f) *Finance*.—I estimate that to secure the necessary educational efficiency at the Lady Manners School, the expenditure upon annual maintenance would begin at about £15 per head, and rise to about £18 per head in the course of a few years. This would not include interest upon capital charges, or rent of site. The Government grant per head of the scholars completing the four years' course (12-16) would be, on the average, at most £3 10s. a year. If the fee is kept at the present rate (£7 a year, including books), the rates would have to supply from £4 10s. to £7 10s. per head of all paying pupils between twelve and sixteen, besides a larger sum on the younger pupils under twelve and on the older ones (not being pupil teachers) over sixteen, besides the whole cost of tuition in the case of boys and girls holding county scholarships. This, I would urge, is too large a proportion, and I would suggest that in a few years' time, when the value of the improved instruction had been generally appreciated, the fees should be raised to £10 a head, unless in the meantime the Government contribution is materially increased. In the pupil teacher centre and preparatory class it would probably be found possible, by reason of the close connexion of the centre with the secondary school, and in view of the fact that the pupil teachers would spend half their time at selected elementary schools, to provide the instruction at about £10 and £9 per head per annum respectively. Of this, the Government grants would furnish £4 per head in the preparatory classes and £7 per head in the pupil teacher centre.

IV.—BELPER.

My inquiries at Belper, where I received valuable assistance from Mr. J. Hunter, County Councillor George Smith, the Rev. Mr. Knowles, Mr. Bint and others, led me to the conclusion that what is now needed is a higher elementary school for boys and girls, giving a good higher grade training from the age of eleven* to about fifteen. The first two years of the course

* See pp. 12-22.

should be general, giving sound instruction in English subjects, with the special aim of training the pupils in the power of expressing themselves in their mother tongue and of giving them a love for good books ; in history ; in geography and nature study ; in arithmetic and the elements of geometry ; in drawing and handicraft exercises ; in class singing ; and in drill and physical exercises. Except for boys intending to take the industrial course mentioned below, who would have additional manual training instead of French, the general course should also include French taught on the best modern methods, *i.e.*, as far as possible in the language itself, but with careful regard to grammatical accuracy. In the last two years the course should be divided into three parallel divisions, in all of which, however, there should be common instruction in the laws of health, in class singing, and in physical exercises. The first course should be industrial (for boys), laying stress upon applied arithmetic, practical geometry, the principles of mechanics, and manual training in woodwork and ironwork. The second course (for boys and girls) should be commercial, laying stress upon the teaching of the English subjects, upon good instruction in French, upon geography, upon arithmetic and expertness in making calculations, and upon the systematic teaching of handwriting, with a view to securing speed, combined with legibility and neatness. The principles of book-keeping and the purpose and form of the more common commercial documents (cheques, invoices, etc.) should be taught in this division. The third course (for girls) should be in household management. This should continue the training in English subjects, and should provide instruction in cookery, laundry, and needlework (including mending, darning, and cutting out), in the care of rooms, marketing, and the keeping of household accounts. Special stress should be laid in this course on the teaching of hygiene in its application to the health of the home.

I estimate the annual cost of maintaining such a school at from £8 to £10 a head. The grants from the Board of Education, inclusive of the fee grant, would amount to an average of from £3 os. 6d. to £3 9s. 3d. for every pupil taking the four years' course. If, with the permission of the Board, a fee of sixpence a week were charged, the net cost to the rates (allowing for twenty-five per cent of free places in the school, and reckoning the school year at forty-four weeks) would be, provided that the higher grants were earned, from about £3 15s. 0d. upwards.

The higher grade school should in future supply the technical

classes (of which an encouraging report was given to me) with good recruits.

Belper boys gaining County Council scholarships should go from twelve to sixteen to a public secondary school in Derby. By arrangement with the Derby County Borough Council, the pupil teacher centre in Derby might be made available for Belper boys intending to enter the teaching profession.

Girls holding County Council scholarships would conveniently go to the proposed public secondary school for girls at Duffield, to which a pupil teacher centre would be attached. I would suggest that, when the parents preferred it, County Council scholars should be allowed to go to the Church High School in Derby.

Other educational needs in Belper would continue to be met by Miss Taylor's private preparatory school at Green Hall; by Mr. Hwfa Brookes' private school for boys (the Belper Grammar School); by the Misses Norman's private school for girls (Beechfield); and by Miss Sykes' private school for girls (Gibfield Lodge).

V.—BOLSOVER.

The Netherthorpe Grammar School at Staveley will sufficiently meet, for the present at any rate, the needs of those children at Bolsover who intend to become pupil teachers. I would suggest, however, that steps should be taken by the County Council to strengthen the top of the Council elementary school at Bolsover, in order to give improved educational facilities to those children who require, in the immediate vicinity of their own homes, further educational opportunities than are at present provided.

In the Scotch Code, Article 29, it is provided that a "scholar who in the ordinary course of school promotion has been placed in the highest class of the Senior Division of the School, and has been in regular attendance at that class for not less than six months, upon being certified by the teacher of the class and by the headmaster of the school to be of good proficiency in the work of the class, may be presented to the Inspector for approval of his enrolment in supplementary courses, . . . and the Inspector may, if he is satisfied that the work of the class shows sufficient advancement, and after such examination of individual candidates as he may think fit, authorise such enrolment for the purpose of the

award of a grant** on the special scale laid down in Article 21 for the encouragement of such supplementary courses. This arrangement is to meet the need for more advanced instruction in certain elementary schools when it is not necessary to establish a fully organised higher grade elementary school. The Scotch Code further lays down (Article 21) that where scholars who have been enrolled in supplementary courses with the approval of the Inspector are suitably instructed singly, or collectively in classes of not more than 40, in accordance with one or other of the schemes laid down by the Department for a commercial course, an industrial course, a household management course, or a rural course, or according to any alternative scheme specially submitted to the Inspector for approval, a normal grant may be made of 50s. on the average attendance of children who are over twelve years of age enrolled in such courses. This grant may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths for faults of discipline or instruction, for the omission of any essential portion of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work. Attendances of pupils under twelve years of age enrolled in the supplementary courses are paid for at the rate allowed for the senior division of the elementary school. Further grants in the case of scholars over twelve years of age are made in respect of attendances at approved courses of practical instruction, as follows:—(1) for attendance at a course of lessons in experimental science, at the rate of 12s. 6d. per one hundred hours' attendance; (2) for attendance at a course of manual instruction or for the attendance of girls at lessons in cookery, laundry work, dairying, dressmaking, or practical household economy, at the rate of 8s. 4d. per one hundred hours' attendance.

The subjects of instruction to be given in such supplementary courses are thus laid down by the Scotch Code (Fifth and Sixth Schedules):—

FIFTH SCHEDULE.

SUBJECTS OF INSTRUCTION UNDER ARTICLE 21, COMMON TO ALL CLASSES.

A.—*The Study of English.*

The main object of this study shall be to create a taste for good literature.
The chief means of carrying on this study should be:—

* Code of Regulations for Day Schools in Scotland, 1904. [Cd. 1,969.]

52 REPORT ON SECONDARY AND HIGHER EDUCATION.

- (1) Systematic home reading, with properly directed choice of books.
- (2) An efficient system of reviewing, explaining, and testing in school the reading done at home.
- (3) The committing to memory, after discussion and explanation, suitable pieces of verse and prose.
- (4) Systematic teaching and practice of English Composition.

B.—*Certain studies bearing upon matters which it is of concern that all the pupils should know, whatever their occupations in after-life are to be.*

Under this heading may be specified :—

- (1) The Laws of Health.
- (2) Money Matters—Thrift, Investment, Insurance.
- (3) The Conditions of Trade and Employment.
- (4) The Institutions of Government under which we live.
- (5) The Empire—its history, growth, and trade; our Colonies and the openings for enterprise which they afford.
- (6) Nature Study, Drill, and Singing.

[It is not considered imperative that all the topics mentioned under Head B should be taken up with the same set of pupils.]

SIXTH SCHEDULE.

SUPPLEMENTARY COURSES UNDER ARTICLE 21.

I. COMMERCIAL COURSE.

- (1) *Arithmetic.* (a) The principles of Arithmetic studied and exemplified in their application to cases such as actually occur in business transactions.
- (b) Training in expertness of calculation and in the use of short methods, including especially practical applications of the decimal systems (*e.g.* calculations in decimal money, rapid and direct expression of British money in decimals of £1, etc.).
- (2) *Bookkeeping.*—The principles of Bookkeeping, illustrated by the keeping of accounts in simple form.
- (3) *Common Commercial Documents* (such as Invoices, Accounts, Receipts, Cheques, etc.): their purpose and proper form.
- (4) *Handwriting.*—Systematic practice to secure *speed* in combination with legibility and correctness of form.
- (5) *Shorthand* (optional).

II. INDUSTRIAL COURSE.

- (1) *Geometry and Mensuration.*—(a) Construction and measurement of figures drawn to scale by the use of compasses, protractors, set squares, etc.;
- (b) Construction and use of graphs;
- (c) For advanced pupils, mensuration of regular solids.

NOTE.—The teaching throughout must deal with concrete problems; and in the use of mathematical instruments correct methods and exactness of measurement must be looked upon as of prime importance.

- (2) *Applied Arithmetic.*—Including especially decimal operations, the Metric system, and money calculations such as occur in industrial transactions.

- (3) *Woodwork or Ironwork* (or both).—Workshop practice, from working drawings made by the pupils.

- (4) *Mechanics.*—The simple principles of Mechanics; and with more advanced students, elementary problems in Machine and Building Construction.

III. COURSE FOR RURAL SCHOOLS.

- (1) *Nature Study.*—Continued so as to secure on the part of the pupils familiarity with

- (a) The rocks, soils, and plants of the district;
- (b) The life histories of weeds and insect pests, with the remedies against them;
- (c) Wind and insect pollination of plants;
- (d) Relations of air, water, and soil to vegetable and animal life.

NOTE.—Instruction in the above subjects must throughout be of a *practical* character. To this end, School Gardens should be encouraged; observations on bees and bee-keeping should be made where possible; and advantage should be taken of any Agricultural Experiment Stations in the neighbourhood.

(2) *Geometry*.—As in the Industrial Course, but more especially in its applications to Land Measurement and Surveying.

(3) *Study of Newspaper Market Reports*.—With exercises and calculations based upon them.

(4) *The Keeping of Accounts*.

(5) *Optional*.—*Woodwork* (or *Ironwork*) as above.

IV. HOUSEHOLD MANAGEMENT (GIRLS') COURSE.

- (1) *Housekeeping*.—Including
 - (a) Care of Rooms, Furnishings, and Clothing;
 - (b) Marketing, and the keeping of Household Accounts;
 - (c) Cookery;
 - (d) Laundry Work;
 - (e) Needlework—especially Mending, Darning, and Cutting-out.

NOTE.—All the above subjects must be taught *practically*.

(2) Special Extension of such topics under B. (1) of the Fifth Schedule as bear upon the *Health of the Individual* and of the *Family*.

(3) *Arithmetic*.—As applied in the calculation of prices and the practical use of the common weights and measures.

(4) *Scale Drawing*.—As applied to the making of diagrams for cutting-out (optional).

(5) *Dressmaking*, and the use and care of the sewing-machine (optional).

It is much to be hoped that similar provision may ere long be made by our own Board of Education for English elementary schools. If such further provision is made in the English Code, I would suggest to the Committee that they avail themselves of the facilities for Bolsover, not attempting any ambitious curriculum there, but providing such supplementary courses as in the experienced judgment of the Inspector will best meet the needs of the children of the district.

VI.—BRAILSFORD.

The rural part of the County lying between Derby, Ashbourne, and Sudbury presents an educational problem which calls for special consideration on the part of the Committee. It would be inexpedient in planning the educational scheme for the County to concentrate attention on the industrial

districts and urban centres, and to fail to make proper provision for the rural areas. My inquiry led me to the conclusion that as an experiment it would be well worth while developing one or two elementary schools in the rural districts by the addition of supplementary courses, which would give the children of the neighbourhood further educational opportunities than they at present enjoy. Brailsford suggests itself as one of the places where such an experiment might be tried. It is six miles from the nearest station. On the main road between Derby and Ashbourne, it is already an important collecting centre for the milk supply, and boys and girls occasionally come to the Brailsford school from some little distance for higher work. The present buildings would need development and alteration if supplementary courses were to be organised here. The staff of the school would also have to be materially strengthened in order to carry the children forward to higher work. Two more class rooms would have to be added, and the offices would have to be improved. The course of instruction which I would suggest in such an upper department to the Brailsford school would be as follows:—(1) The study of English. The main object of this study would be to create a taste for good books, and the chief means of carrying it on would be: (a) systematic home reading with properly directed choice of books; (b) careful reviewing, explaining, and testing in school of the reading done at home; (c) committing to memory, after explanation and discussion, of suitable pieces of verse and prose; (d) systematic teaching and practice of English composition. (2) Sound instruction in arithmetic and in the elements of practical geometry. (3) History. (4) Geography, taught on the best modern lines, and beginning with the study of the home district. (5) Nature study. This should be so planned as to make the pupils familiar with (i.) soils and plants of the district; (ii.) the life histories of weeds and insect pests, with the remedies against them; (iii.) wind and insect pollination of plants; (iv.) relation of air, water, and soil to vegetable and animal life. The instruction should be throughout of a practical character. There should be a school garden. (6) Instruction in the laws of health. (7) Manual training and handicraft exercises. (8) Class singing. (9) Drill and physical exercises.

These supplementary courses at Brailsford should be so planned as to meet the needs of children who may be obliged to enter upon the practical duties of life at fifteen years of age or earlier, and who will, therefore, find it most convenient to complete their school training at this school.

But if a boy or girl of very marked promise were discovered through the work of the Brailsford school, he or she should be sent, by means of a scholarship, at twelve years of age to take the full secondary school course at Ashbourne.

It would not be necessary, however, in ordinary cases to send forward boys and girls who intend to become pupil teachers from the re-organised Brailsford school to the Ashbourne Grammar School until they were fourteen years of age. If the courses at Brailsford were so arranged as to fit in with the beginning of the preparatory classes at the Ashbourne Grammar School, the intending pupil teachers might remain at Brailsford till fourteen, and then go on to Ashbourne, where they would work for four years, first in the preparatory classes and then in the pupil teacher centre. They would thus, for four years, have the advantage of a connexion with the corporate life of a secondary school.

There should also be a course here of household management for girls. This should include the practical teaching of cookery, laundry work, needlework (including mending, darning, and cutting out), the care of rooms, marketing, and the keeping of household accounts. It is important that through the household management course the element of liberal education should be continued, and that the girls should be carried forward in their study of English, including history, geography, arithmetic, the laws of health, class singing, and physical exercises.

VII.—BUXTON.

(1) *Secondary Education for Boys.*

Buxton College (or, more strictly, the Buxton Endowed School) is under a Board of fourteen Governors, eight of whom are representative and six co-opted. It is admirably situated in a pleasant part of the town, and meets the needs of a considerable proportion of the rapidly increasing residential population. Buxton is becoming a long-distance suburb of Manchester, and with careful management Buxton College may possibly develop into a first-grade secondary school, with a curriculum similar to that of Birkenhead School. Moreover, owing to the bracing climate of Buxton, the school is likely to include an increasing non-local element among its pupils. The endowment is small (about £165 per annum). In February last there were eighty pupils in the school (all boys)—forty-five boarders, thirty-five day pupils. All but three of the boarders come from outside Derbyshire. The school will accommodate

ninety boys, forty of them being boarders. The average age at entry is eleven years. Less than one fifth of the pupils have received their previous education at elementary schools. The proportion of pupils who, on quitting the school, proceed to the Universities and other places of higher education or enter at once upon some form of business or apprenticeship, has been estimated by the headmaster as follows:—About fifteen per cent. proceed to Universities or other places of higher education, including about ten per cent. to technical schools; about thirty-five per cent. enter retail trade; about twenty per cent. enter manufacturing industries; about ten per cent. go into merchants' offices; about five per cent. become articulated clerks; about five per cent. enter banks or insurance offices; about five per cent. enter upon engineering or other apprenticeships, and about five per cent. become farmers.

The school does not receive grants from the Board of Education, but is recognised for purposes of the Teachers' Registration Order. It is annually examined and inspected by the Victoria University of Manchester. The fee for each day pupil is £12 a year. The boarders pay £48, £54, or £60 a year, according to their age on entry. The school earns a grant from the County Council for the equipment of the laboratory, on condition that the Council shall be free to send six scholars to the school at £10 a year. The school has a gymnasium, a music room, and an excellent playing field. It enjoys a considerable reputation for cricket and football. A good swimming bath is rented by the headmaster from the Duke of Devonshire for the use of the school.

Twelve scholarships are at present held in the school—six local and six County Council. Examinations for which the pupils are prepared include the Cambridge Local, the London University Matriculation, and the Victoria University Preliminary Examinations. Nearly one-seventh of the boys are over seventeen years of age, nearly three-quarters are between twelve and sixteen. The curriculum of the school is of a modern character, as much time as possible being given to modern languages and science. Many of the pupils who come from Manchester are, at their own request, taught Spanish instead of German.

The staff consists of the headmaster, Dr. Little, and five assistant masters exclusively attached to the school. There are four visiting teachers. The endowments of the school are so small that it is only the presence of boarders that enables the headmaster to maintain it in its present state.

(2) *Secondary Education for Girls.*

Secondary education for girls in Buxton is entirely provided by private schools.

(3) *Instruction of Pupil Teachers.*

In view of all the circumstances of the case, it is desirable to establish in Buxton a pupil teacher centre for girls only. Some of the boys intending to become elementary school teachers would doubtless gain scholarships tenable at the Buxton College; others might go to Bakewell. Those going to the Buxton College might be allowed, subject to Dr. Little's consent, to remain there during their pupil teacherhood from sixteen to eighteen. In that case, they would go for the first three or four months after their sixteenth birthday to a selected elementary school to gain experience in teaching, and then would return to the Buxton College for an unbroken year's work in order to continue their general education. At the conclusion of this year they would return to teach in the elementary school until their term of apprenticeship as pupil teachers had expired, and they were ready to go on to a training college. Or, if the Board of Education approved, they might spend the first year of pupil teacherhood at the Buxton College and the second in gaining practical experience in the elementary schools.

Dr. Little's readiness to co-operative with the headmasters of the elementary schools is much appreciated, and I have no doubt that the Buxton College will continue to give a helping hand to some of the most promising boys from the elementary schools. My inquiry, however, convinced me that the strength of Buxton College depends on its retaining a large boarding element, and that it would be imprudent at present to make any great change in the composition of the school. It should be also remembered that the Lady Manners School at Bakewell is within forty minutes of Buxton, and may well continue to be used in the case of some of the County Council scholars. In suggesting this, I believe that I am representing the opinion of those in Buxton who are most intimately acquainted with its educational and social circumstances.

With regard to the girls, it seems desirable that a pupil teacher centre should be established, with a two years' preparatory class attached. This would give a course of education from fourteen to eighteen to Buxton girls intending to become elementary school teachers. During my visit to Buxton I was

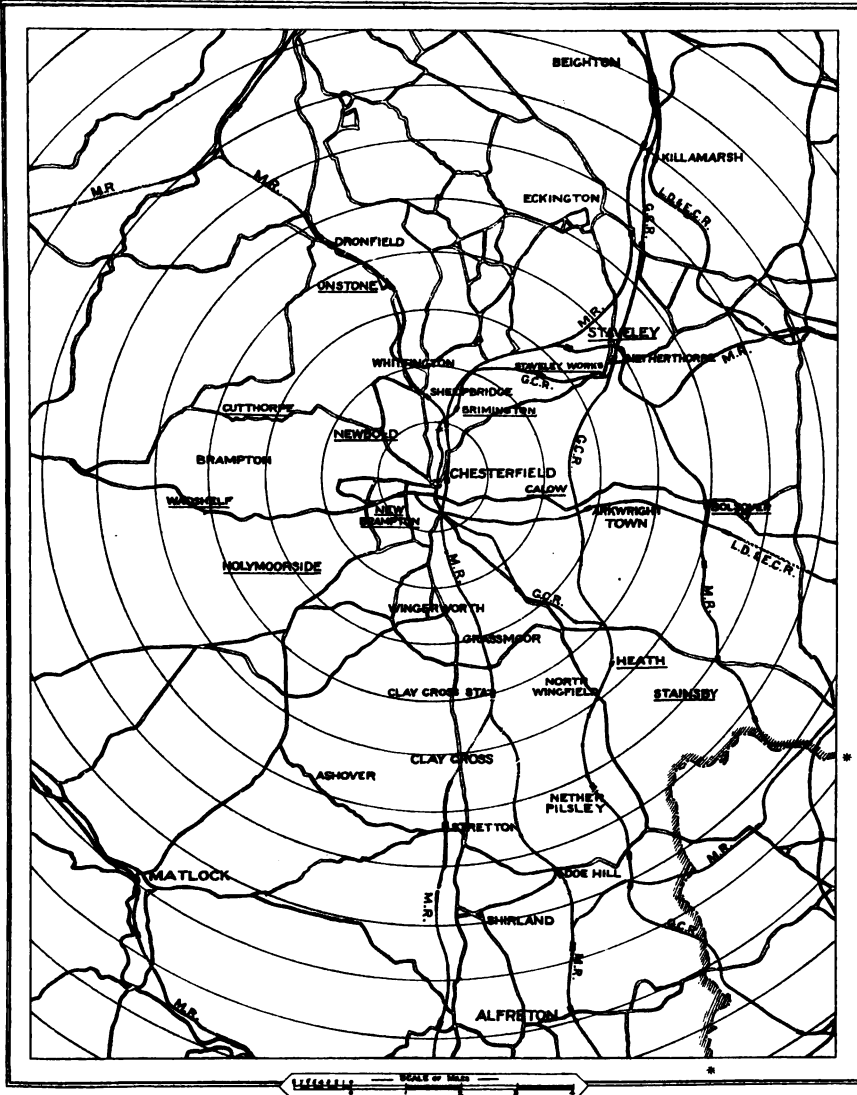
very favourably struck by the excellence of the work which is being done by Miss Jeffreys at the Council School. Many of the girls whom I saw at work there would make capital teachers. In the course of my inquiries I received much valuable help from Mr. Hall, headmaster of the Council School, and through his kindness was able to visit the Church Sunday School in Bull Street, Buxton. This is not far from the station. It is used only on Sundays, and occasionally for evening meetings. It consists of one large room, divided into two by a partition, and eight class rooms, two of which can be thrown into one. There are separate entrances for boys and girls. If the Vicar (the Rev. C. C. Nation) were willing to enter into the arrangement, I think that the most economical course would be for the County Education Committee to rent the Church Sunday School during the week as an undenominational pupil teacher centre for girls. It would be necessary to provide a playing field for organised school games. Were this course adopted, Buxton would form an excellent source of supply for girl pupil teachers.

VIII.—CHESTERFIELD.

The important place which Chesterfield holds in the administrative area of the County Council, the educational position of its existing secondary schools for boys and girls and of its pupil teacher centre, and the convenience of the borough in regard to railway communications, combine to render it an appropriate centre at which to concentrate effort for the improvement of secondary and higher education. The map facing this page, which has been prepared for me by Mr. Ward, the head of the pupil teacher centre, shows the railway communications of Chesterfield. The names of the places from which pupil teachers already come in to the centre at Chesterfield are underlined on the map.

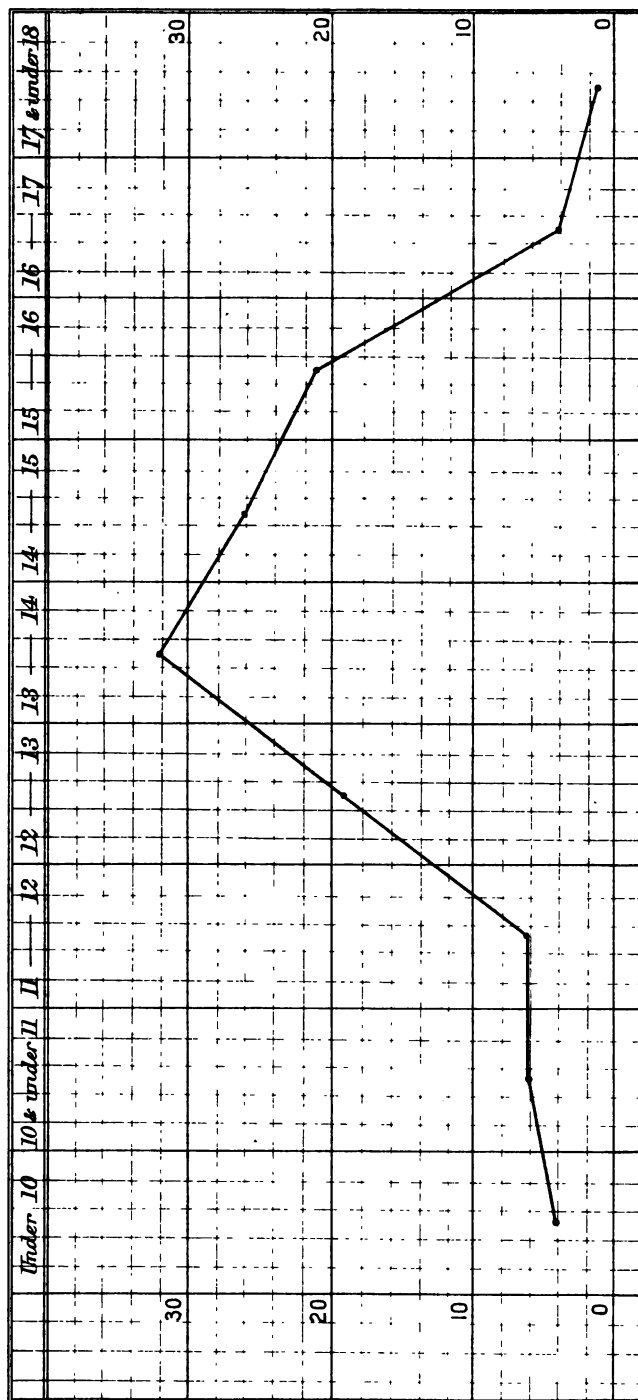
(1) *Secondary Education for Boys.*

Chesterfield Grammar School was founded in 1594, and re-organised in 1876, under a scheme of the Charity Commissioners, which was further altered in 1900. In 1899-1900 large additions were made to the school buildings, through the joint effort of the Governing Body, the Derbyshire County Council and the Chesterfield Town Council. The school has rendered



MAP OF CHESTERFIELD DISTRICT.

NUMBER AND AGES OF PUPILS IN THE CHESTERFIELD GRAMMAR SCHOOL. SPRING TERM, 1904.



a high educational service to North Derbyshire. Among other distinguished men who have been educated in the school may be mentioned Dr. Secker, Archbishop of Canterbury; Dr. Erasmus Darwin; and Dr. Chavasse, the present Bishop of Liverpool. The endowments of the school amount to £700 per annum. Of this sum, £120 per annum is spent on scholarships tenable in the Grammar School, and £50 per annum on scholarships for girls, tenable at the Chesterfield High School. The balance goes into the general income of the foundation, and is used for the payment of the staff, repayment of loans, and the up-keep of the school.

In February, 1904, there were 119 boys in the school (107 day boys, 12 boarders). Of these, all but five came from within the Administrative County of Derby. The minimum age of the boys at entrance is eight years; the average age, eleven years nine months. Out of 119 boys, eighty-four had received their previous education at public elementary schools, twenty-eight at private schools, three at other public secondary schools, and four at home. Only five of the boys were over sixteen years of age; 98 out of 119 were between twelve and sixteen. The diagram which faces this page shows in graphic form the number and ages of the boys in the school.

Out of 208 recent pupils whose subsequent careers are known, forty-two have entered merchants' offices; forty have taken up engineering or other apprenticeships; thirty-three hold articulated clerkships or similar positions; thirty-one have entered retail trade; twenty-five have proceeded to Universities or other places of higher education; fifteen have become farmers; fourteen have entered banks or insurance offices; six have entered manufacturing industries; two have proceeded to technical schools. In February, 1904, twenty-six scholarships were held in the school; two of these were County Council intermediate scholarships; three were foundation scholarships (£6 per annum for three years); ten were Heathcote scholarships (£10 per annum for three years for boys who have been three years in a public elementary school in the Borough); and eleven were County Council scholarships held by boys from public elementary schools in the County. The school fees are: for day pupils, £6 per annum; and for boarders, £34 per annum. There is an extra charge of £3 per annum for those who learn Greek. Up to the recent change in the Board of Education's Regulations for Secondary Schools, the school was included in Division A. In 1903, it earned in Government grants £384 12s. 6d. on seventy-two pupils. The school receives

£250 per annum from the Chesterfield Town Council towards the payment of staff, and a grant which is devoted to the warming, lighting, and care of the buildings and to the purchase of apparatus. It also receives £40 per annum from the Derbyshire County Council. The school is regularly inspected by the Board of Education. The extensive additions made to the school buildings in 1899-1900 included well-equipped physical and chemical laboratories, art rooms, class rooms, workshop, and a gymnasium. The staff was also increased from five to eight masters at that time. An agreement was entered into with the Chesterfield Town Council, by which the evening classes of the technical school were transferred from the Stephenson Memorial Hall to the Grammar School, the Town Council undertaking to pay one-third of the cost of the additional buildings. Certain classes in pure science are taught by the staff of the Grammar School, and the grant of £250, mentioned above, is paid by the Town Council for their services. The Council also pays, as stated above, an annual share of the expense of lighting, warming, and tending the buildings and apparatus. By this arrangement, which works well, there are available a more efficient staff of teachers and better appliances for both day and evening work than either body could have separately provided.

The school is mainly a local school. The industries of the locality are principally engineering and mining. At first sight, therefore, it might appear that the predominantly scientific and mathematical course of instruction required, under the old regulations, for a secondary school in Division A, would especially meet the needs of boys in Chesterfield and district. But the headmaster is of opinion that the general intelligence of the boys would be better developed by a curriculum which gave more time to the humanities, without, of course, neglecting the teaching of mathematics and science. At present the school is not as strong on the literary side as it is on the scientific. The French is taught by a well qualified and experienced teacher, and the oral teaching of the language is aimed at throughout the school. With such an excellent beginning, it ought to be possible to develop in the upper part of the school advanced work in the humanities.

School games are well organised, and good playing fields are attached to the building. To ensure that all boys who are able to do so should take part in the games, elevens are chosen from among the boys by captains from the upper part of the school, assisted by the masters, and these elevens play matches

among themselves on the "League" principle. Medals are awarded to the winning teams, and all captains have a special medal awarded to them. The school elevens play matches with the local clubs and with other schools. A former pupil at the school has promised to give a permanent endowment of £25 per annum to be devoted to prizes for fostering school patriotism and encouraging physical development among the boys. At the time of my visit, a Field Club and a Camera Club were about to be established in the school.

The staff of the school consists of the headmaster, Mr. Mansell, and five assistant masters exclusively attached to the school, and two visiting teachers. The school is doing a vigorous work with encouraging success. The relation between the Governing Body and the County Education Committee and the Chesterfield Town Council is excellent, and shows how much can be done by friendly and far-sighted co-operation between different authorities. At the same time, in order to take the place which it should hold in the educational provision of the County, this school requires further assistance. It has a difficult task before it, owing to the variety of educational need among the boys who go to it. The staff ought to be strengthened in order to provide both for the needs of the boys who would leave the school on completing a four years' course ending at sixteen years of age, and also for the requirements of more exceptional boys of special promise, whether in letters or in mathematics or science, who would remain at school till a later age.* The school should also play an important part in the training of those boys who intend to become pupil teachers.

Recommendations.

(a) I would recommend that appointments to the assistant teaching staff in this school should be made on the scale suggested on p. 43. The future welfare and usefulness of the school chiefly depend upon the maintenance of a high level of efficiency in the assistant teaching staff. In view of the variety of the special courses of advanced instruction which will be required in this school in proportion to the number of boys, there ought to be, excluding the headmaster, at least one assistant master for every twenty boys in the school. The

* It should be remembered, however, that King Edward VII.'s School at Sheffield will bring opportunities of first grade day secondary education, within reach of Chesterfield boys.

salaries at present paid to the younger members of the staff are insufficient to retain in the service of the school the type of teacher which its welfare requires.

(b) The boys' offices and lavatory accommodation should be improved.

(c) A common room for the assistant masters is urgently required.

(d) A good school library should be provided. It should include a good encyclopædia, good dictionaries in the chief languages, atlases, and other works of reference.

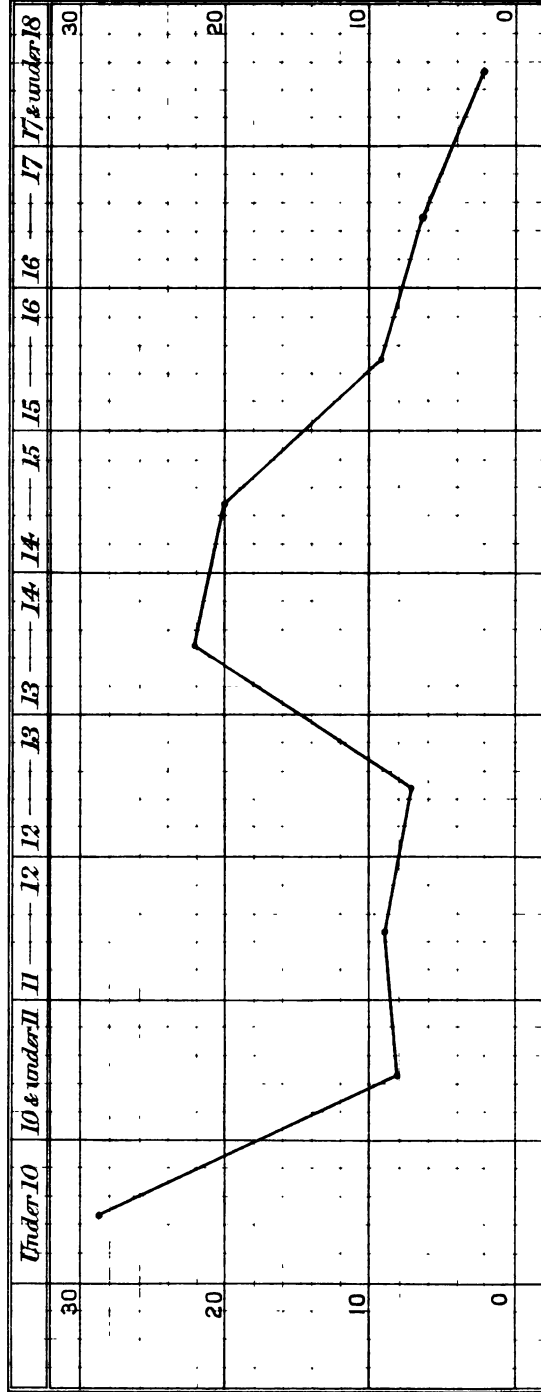
(e) The curriculum of the school should be strengthened on the side of the humanities. It is especially desirable that there should be good teaching in geography from the lowest form upwards. Care should be taken to provide first-rate classical teaching for the few boys who specially require it. I would also suggest that class singing should be made a part of the curriculum throughout the school.

(f) In view of the enhanced quality of the education which would be given in the school, the tuition fee should be raised to at least ten guineas a year. As the value of the work done by the school became more generally appreciated, a further increase might be found expedient, provided always that care were taken to offer in sufficient numbers scholarships for specially promising boys in needy circumstances. There would further be need in Chesterfield for a higher grade elementary school providing a curriculum suited to the needs of boys and girls going into practical life not later than fifteen years of age.

(2) *Secondary Education for Girls.*

The Chesterfield High School for Girls was started as a private school by Miss M. L. Wilkes and Miss A. Stevens, both high school mistresses, in September, 1892. It was recognised in the following year by the County Council as an efficient school to which County scholars might be sent. The school was placed under a representative committee, and a scheme of management was drawn up for its working. This scheme of management is on the following lines:—(a) The headmistresses, who are partners, undertake (1) to receive twelve County Council scholars; (2) to receive five scholars from the Borough, who are paid for by the Grammar School Governors; (3) to have their school regularly inspected; (4) to work under a committee representative of the Governors of the Grammar School, of the County Council, and of the Borough Education

NUMBER AND AGES OF PUPILS IN THE CHESTERFIELD HIGH SCHOOL FOR GIRLS. SPRING TERM, 1904.



Committee; (5) to submit all their accounts, including the boarding accounts, to the local committee.

On the other hand—(b) the County Council (1) pays £5 a year for each county scholar, and a capitation grant up to £40 per annum. As there are twelve county scholars in the school, the headmistresses receive £8 6s. 8d. in respect of each county scholar; (2) makes grants for apparatus, and has given maps, globes, microscopes, slides, cupboards, etc.; (3) supplies, free of charge, a visiting teacher of cookery, who also serves in several other schools; (4) pays half the expenses of the examination and inspection of the school; and (5) has made two special grants for putting up a class room behind the school. If the present school buildings were given up, this would have to be removed; the structure is of match-board and corrugated iron. And (c) the Chesterfield Town Council has contributed £90 towards the improvement in the buildings. A gymnasium was bought which had belonged to another school, and the Town Council's grant was to cover the purchase and cost of removal. The school buildings consist of a private house adapted for school purposes. They include a large room used as a gymnasium and also as a junior schoolroom. There are four other class rooms, a chemical laboratory, a cookery room, and a room which is used as a dining room and music room. There is no playing field connected with the school.

In February, 1904, there were 112 pupils in the school—99 girls and 13 little boys. All came from the Administrative County of Derby. There were no boarders. The school accommodation was estimated at 120 places. There were eight pupils in the school above the age of sixteen. Rather more than half the pupils were between the years of twelve and sixteen. The diagram which faces this page shows in graphic form the number and ages of pupils in the school.

The minimum age of the pupils at entrance is four years, the average age nine years. As regards 97 out of the 112 pupils in the school, thirty-seven had received the whole of their education in this school; thirty-six had been previously taught in public elementary schools; twenty-one had come on from private schools; and three had been previously trained at home. Since the establishment of the school, twelve years ago, two pupils have gone on to places of University instruction (viz., Bedford College, London, and University College, Sheffield); six or eight have gone on to high schools under the Girls' Public Day School Company; a large number have been, or are now being, trained as elementary school teachers;

about a like number are living at home with their parents ; a small number have entered business as shop assistants, etc., and three have gone into the Post Office.

Seventeen scholarships were held in the school, twelve being minor scholarships given by the County Council and five scholarships given by the Grammar School Governors. All the scholarships are held by girls who have previously attended public elementary schools. The examinations for which the pupils are prepared include the Cambridge University Local Examinations, the examinations of the Associated Board of the Royal College and Royal Academy of Music, those of the Royal Drawing Society, and the Froebel Society's Higher Certificate Examination, Part I. There are no endowments in connexion with the school. The school has been recognised for the present year by the Board of Education as a secondary day school, eligible for grants. It has been regularly examined by external examiners since 1893. For the last three years it has been inspected and examined by Professor Foster Watson, on behalf of the University of London.

The school fees are : for pupils from seven to ten years of age, £6 6s. od. per annum ; for pupils over ten years, £9 9s. od. per annum. Extra fees are charged for German, £1 1s. od. per term ; gymnasium, 12s. 6d. per term ; instrumental music, theory of music, advanced drawing, and painting. A fee of from 2s. 6d. to 5s. per term is charged for school stationery, not including books and drawing materials. Children between three and seven who are in the kindergarten class pay £3 3s. od. a year.

Between fifteen and thirty per cent. of the girls come from outside Chesterfield, some from Alfreton.

The staff of the school consists of the two headmistresses and five assistant mistresses exclusively attached to the school. There are also four visiting teachers for French, cookery and dress making, painting and model drawing, and gymnasium and Swedish drill. The headmistresses appoint the assistants, and fix their salaries.

Within the limits imposed by financial considerations the work of the school is sound and valuable. The two head mistresses are hard-working, devoted teachers, who organise the school and carry on teaching work at the same time, giving themselves whole-heartedly to an extremely difficult problem. The average fee amounts to eight guineas per head for every child in the school. But out of this all expenses (rent and up-keep, except that of apparatus for the small laboratory) have to be paid. It is only by means of skilful organisation, by

great economy, and by paying very small salaries, that it is possible to conduct this school at all. By their agreement with their Committee, each headmistress receives a fixed salary of £60 per annum, with board and lodging. These payments come out of the income of the school derived from fees, etc. The Local Committee assigns, according to its discretion, out of the profits a bonus to the headmistresses. This bonus has never been large. There has actually been no balance in some years; the highest sum which there has ever been to divide is £80. The Committee have no financial responsibility, and are not even bound to find for the headmistresses their minimum salary.

With its present income, the school cannot afford to engage a sufficient number of assistant teachers of the desired level of efficiency. Thus the work, the buildings, and the equipment of the school, creditable as they are considering the obstacles with which the headmistresses have had to contend, are not at present such as ought ultimately to satisfy the educational needs of a town of the standing of Chesterfield, with its 28,000 inhabitants, together with those of a considerable district round about. In spite of this, the school as it has been built up by the present headmistresses is already doing a work which a public high school for girls would naturally undertake. It is, in short, a semi-public school conducted at the risk of the proprietresses.

It is found that the girls from this school do not, as a rule, proceed to any place of higher education. They leave school young, either to enter upon elementary school teaching or to go into business, or to share in home duties. The headmistresses aim, therefore, at giving a good and thorough education as far as it goes, but they cannot reach any advanced standard. The few girls who go on to larger schools or to college have always been found well prepared to take up higher work, and the girls who have gone from this school to be trained for elementary school teaching have been markedly successful in their examinations.

There is a school library and an "Old Girls'" Guild, numbering eighty-eight members, which has reading, rambling, and needlework branches, and meets at least twice a year.

The special difficulty with which the school has to contend is want of funds. The fees are low. Modern methods of teaching science involve much greater expense than was considered necessary ten years ago. The present accommodation of the school is ill adapted to its needs.

Recommendations.

(1) I would recommend that the school be converted into a public school. It is desirable that new school buildings should be erected on a larger site, and I understand that a suitable place might be secured for this purpose in close neighbourhood of the Grammar School. The cost of providing a suitable building for, say, 200 girls, exclusive of the land, would be at least £9,000. It would seem reasonable that one half of this capital expenditure should be defrayed by the residents of Chesterfield and district, and that the other half should be paid by the County Council. Under the Education Act, 1902, "The council of any non-county borough . . . shall have power as well as the County Council to spend such sums as they think fit for the purpose of supplying or aiding the supply of education other than elementary: Provided that the amount raised by the Council of a non-county borough . . . for the purpose in any year out of rates under this Act shall not exceed the amount which would be produced by a rate of one penny in the pound." I understand, however, that at the present time the penny rate in Chesterfield is exhausted in supplying forms of education other than elementary. From this it would follow that the burden of providing that part of the cost of the school which might be in excess of receipts from fees and Government grants would fall upon the County Council. The amount to be derived from Government grants would, in any case, not exceed an annual average of £3 10s. Od. per head in respect of each pupil completing the course between twelve and sixteen; and this grant would only be payable in respect of each of the four years of that course. The cost of the efficient maintenance of such a school as is needed in Chesterfield would be about £15 per head per year. This would mean that the County Council would have to make a capitation grant of at least £2 in respect of each girl in the school between twelve and sixteen. In respect of each girl in the school between ten and twelve, the balance payable by the County Council would probably rise to £6, owing to the absence of Government grant. The cost per head for children under ten would be less. I think that the fees for the kindergarten and for the junior department (seven to ten) ought to be raised, and that it would also be expedient, in view of the real cost of the education to be provided, eventually to raise the fees in the upper part of the school to ten guineas a year. This would help to lighten the share falling upon the County Council; but I should add that I was informed on

good authority in Chesterfield that it would be very difficult at present to get a higher fee for girls' secondary education than that at present charged. If, however, the inhabitants of Chesterfield and the neighbourhood realised that the Girls' High School was doing thoroughly good work, I have little doubt that a larger fee would in the end be willingly paid.

(2) Attached to the proposed new girls' school there should be a good field for organised school games, which help to develop corporate feeling among the pupils.

(3) Were the school converted, as here proposed, into a public school for Chesterfield and neighbourhood, the present financial arrangements with the headmistresses should cease, and they should be placed upon a regular salary. Owing to the fact that there would be joint headmistresses, the question of the amount of salary that should be so paid presents some little difficulty. In view of all the circumstances of the case, I would suggest that, whether made up by capitation fees or not, as the Committee thought well, the salary of each of the headmistresses should amount, when the school was full, to not less than £250 per annum.

(4) Attached to the Girls' High School there should be a pupil teacher centre for girls. Suggestions for the organisation of this are given below.

(3) Instruction and Training of Pupil Teachers.

Under Mr. Ward, the Chesterfield Pupil Teacher Centre is doing excellent work. The present accommodation, however, is entirely inadequate for the purpose. I would suggest for the consideration of the Committee the following plan for the instruction and training of pupil teachers in Chesterfield and neighbourhood.

There should be a pupil teacher centre attached both to the Boys' Grammar School and to the Girls' High School. The work of the pupil teachers in these centres might well be placed under the supervision of a Board of Studies, which should consist of the headmaster of the Grammar School, one or other of the headmistresses of the Girls' High School, and an officer who should be called "Director of Pupil Teacher Instruction." I venture to express the hope that, in view of the admirable work which he has already done in Chesterfield, Mr. Ward should be appointed to the last-named post.

At sixteen years of age, each intending pupil teacher, whether from the Boys' Grammar School or from the Girls' High School, would go to a selected public elementary school for three or four

months' practical experience. During this time, he or she would be under the supervision of Mr. Ward and of the head teacher of the selected public elementary school in question. At the expiry of the period of three months, the pupil teacher would return to the Grammar School or the Girls' High School, as the case might be, and would there have a year's study in the secondary school. His or her liberal studies during the whole course of pupil teacherhood (16 to 18) would remain under the direction of the headmaster or headmistress of the school concerned, the arrangement being reported to the Board of Studies, and when necessary, with a view to co-operation and economy, discussed at that Board. The pupil teacher's more professional studies (*i.e.*, school methods, school organisation, etc.) should be under the charge of the Director of Pupil Teacher Instruction, who would give lessons in these subjects. The Director of Pupil Teacher Instruction should also be charged with the duty of visiting the selected public elementary schools in order to hear and see how the pupil teachers were getting on, and to maintain cordial relations between the head teachers in these schools and the pupil teacher centres. I believe that an arrangement of this kind would work well in Chesterfield, and while securing the necessary freedom to the headmaster and headmistresses of the secondary schools, would secure for the pupil teachers the advantage of Mr. Ward's experience and help. I am informed that a similar plan has been adopted at Grimsby.

It would also be necessary to provide for the needs of boys and girls from the neighbourhood, *e.g.*, from Clay Cross, who might be desirous of becoming pupil teachers, but had not gone through the course at either of the secondary schools. For their benefit, a two years' preparatory class should be organised in Chesterfield (14 to 16). As far as could be done without dislocating the other work of the schools, these late comers might be taught in some subjects with the other pupils in the secondary schools concerned; but part of their work would have to be conducted separately in the preparatory classes. I would suggest that the preparatory classes be placed under Mr. Ward's direction, but that the Board of Studies on which he would sit should consider from time to time how far the pupils in the preparatory classes could be worked into the regular curriculum of the schools.

As the Chesterfield Pupil Teacher Centre would receive some pupils who would have received from twelve to sixteen their training at the Dronfield Grammar School, it would be especially

necessary to have some one in Mr. Ward's position who would help to correlate the work which they did at Dronfield with that which they would be expected to do when they entered the centre at Chesterfield.

The aim would be to meet the need for a pupil teacher centre, which would necessarily be attended by pupils with various forms of previous training, but to weld its work, as far as might be, into that of the secondary schools.

I would suggest that no new buildings should be put up for the pupil teacher centre at present, but that it should be carried on in the existing accommodation until the Girls' High School is ready. In designing the new Girls' High School, provision should be made in its immediate neighbourhood for class rooms in which the preparatory classes of the pupil teacher centre could be held. The boys and girls in the preparatory classes might use the laboratories at the Boys' Grammar School and the Girls' High School respectively. The cost of conducting the pupil teacher centres on these lines may be estimated at about £10 per head maintenance; towards this, the Government grant of £7 a head would be available. The cost of conducting the preparatory classes would be about £9 per head, towards which there would be a Government grant of £4 per head.

(4) *Science and Art Classes and Technical Instruction.*

Chesterfield is an excellent centre for science and art classes and for technical instruction. The subjects taken in the year 1903-4 and the enrolment of students for each class were as follows:—

| | Stage I. | Stage II. | Stage III. |
|----------------------------------|----------|-----------|------------|
| Art Subjects | 18 | 117 | — |
| (Saturday Morning) | 36 | 30 | — |
| Pract. Plane and Solid Geometry | 14 | 1 | 1 |
| Machine Construction and Drawing | 42 | 6 | — |
| Building Construction | 26 | 11 | — |
| Mathematics | 17 | — | — |
| Practical Mathematics | 38 | — | — |
| Magnetism and Electricity ... | 12 | — | — |
| " " Practical | 11 | — | — |
| Inorganic Chemistry | 6 | 6 | — |
| " " Practical | 6 | 7 | 1 |
| Human Physiology | 9 | — | — |
| Botany | 6 | 7 | 1 |
| Principles of Mining | 6 | — | — |

70. REPORT ON SECONDARY AND HIGHER EDUCATION.

| | Stage I. | Stage II. | Stage III |
|---------------------------------------|----------|-----------|-----------|
| Steam | 23 | — | — |
| Physiography | 22 | 21 | — |
| Hygiene | 3 | 5 | — |
| Electric Lt. and Power Distribution | 12 | — | — |
| French | 16 | 12 | — |
| Bookkeeping | 8 | — | — |
| Shorthand | 19 | 9 | 9* |
| Chemistry (Saturday mornng.) Theor. | 26 | — | — |
| " " " Pract. | 20 | 6 | — |
| Woodwork | 12 | — | — |
| Biology (Saturday mornng.) Theor. ... | 21 | — | — |
| " " " Pract. | 21 | — | — |
| Physiography, Sect. I. and II. ... | 30 | 26 | — |

IX.—CLAY CROSS.

The County Secondary School at Clay Cross was established in 1893 as a Higher Grade Board School. In 1894 it became a School of Science, and from that day was managed and financed by the Derbyshire County Council and the Clay Lane School Board jointly; now the school is solely a County Council Secondary School. It is governed by a Committee appointed by the County Education Committee. This is a co-educational school. In February, 1904, there were seventy-nine pupils (thirty-eight boys, forty-one girls). The average age of the pupils on entrance is twelve years and seven months; the minimum age is twelve years. Out of the total number of pupils in the school only ten were over fifteen years of age. Seven-tenths of the pupils have received their education at a public elementary school; this proportion has held good for several years. Of the pupils, fifty per cent. become pupil teachers; twenty per cent. enter manufacturing industries; ten per cent. take up engineering and other apprenticeships; five per cent. go into merchants' offices; five per cent. go on to technical schools; five per cent. go on to other places of higher education; about five per cent. go into retail trade or enter banks, etc. Until the recent change in the Board of Education's regulations for Secondary Schools this school was included in Division A. In 1903 it earned a grant of £476 upon eighty-six pupils. The fees are £2 per annum. The school is regularly inspected by the Board of Education. It has no endowments. No religious instruction is given in

* Speed.

the school. The County Council grants thirty minor scholarships, which are tenable at this school by pupils resident in the district. County intermediate scholarships are also tenable here. All the apparatus used in the school is provided by the County Council. There is no gymnasium, music room, or playing field. For games, a recreation ground near by is used. The staff consists of the headmaster, Mr. Cowling, with three assistants exclusively attached to the school; one of these is a woman. There are also two visiting teachers. The buildings of the school are not satisfactory. The Inspectors of the Board of Education are pressing for better accommodation in the form of class rooms and for a better physical laboratory. The building at present used for the purpose of a secondary school consists of one large room, one class room, together with chemical and physical laboratories, a workshop, and a cookery room. The chemical laboratory is large and well equipped, and the pupils are trained to exercise active and independent thought in the course of their work in it. The County Council has been unstinted in its grants for apparatus and a good deal has also been made by members of the staff. The secondary school is surrounded by buildings devoted to the education of boys and girls, and containing nearly two thousand children. It has no playground or playing field of its own. The cloak room accommodation is quite inadequate. The school was, at the time of my visit, in a dirty condition, but was to be cleaned during the summer holidays. The position of the school is inconveniently distant from the railway (two miles from the Midland Railway Station). The promoters of this school had originally the aim of making it a higher elementary school, and my inquiry has convinced me that they rightly judged the needs of the district. The school has become technically recognised as a secondary school from what is little more than a chain of administrative accidents; it is not really doing secondary work. In saying this, I do not mean to cast any reflection upon the work of the headmaster, Mr. Cowling, who is a strenuous teacher, keenly interested in his work. I was happy to find myself in accordance with him as to the educational needs of Clay Cross and the district. It would be unwise, if not impossible, to enforce in the case of this school an invariable rule that the pupils should stay till the age of sixteen. In view of their avocations, a considerable number of them may be expected to be withdrawn at the age of fifteen. If, therefore, the new regulations of the Board of Education are rigorously enforced,

this school will find itself in a false position. In my opinion, the wisest course for the County Committee to follow would be to recognise it as a higher elementary school on liberal lines.

This would evidently be a good centre for the training of pupil teachers. A large number of pupil teachers are required in the district, and nearly all of them have in the past been obtained from this school. But I should not recommend the establishment of a pupil teacher centre here at present until it is quite clear that the needs of the district are not sufficiently met by the pupil teacher centres at Chesterfield.

Recommendations.

(1) I would suggest that, instead of the present buildings being patched up, a new higher grade elementary school be erected at North Wingfield, the handsome church of which stands on the hill to the east of the line, and strikes the eye of the traveller on the Midland Railway close to Clay Cross Station. A good site could be found here, with room for a large playing field. The school would then be near the Heath Station, as well as nearer to the Midland.

(2) The school should be established on the higher elementary school plan, carrying its pupils up to the age of fifteen. I would suggest that the curriculum should be arranged on the following lines. The pupils would enter the school at about eleven years of age.* All should pass through a general course of two years. This general course should include good English teaching, especially writing and composition, with a view of giving the pupils the power of expressing themselves well. Pains should be taken to make them like reading good books. Geography should be well taught, beginning with the home district. The course should also include history; nature study, which should be connected with the art teaching; elementary practical physics; elementary mathematics (arithmetic, algebra, and geometry); drawing; handicraft exercises; class singing; drill; and physical exercises. Except for the boys intending to take the industrial course mentioned on opposite page, who should have additional manual training in place of French, the course should also embrace French, taught on the best modern methods, *i.e.*, as far as possible in the language itself, but with careful regard to grammatical accuracy. By means of organised school games, the pupils

* See pp. 12-22.

should be taught *esprit de corps*. At the end of the general course the curriculum should branch into three divisions. The first of these three divisions should be a continuation of the general course. French should be continued in this division, and the other subjects should be carried forward to a further point, together with instruction in the laws of health. This course would be suitable for those intending to become pupil teachers. The second course should be industrial and for boys only. The third course would give training in household management (for girls). It should include good teaching in English subjects, arithmetic, vocal music, and instruction in the laws of health, and carefully graduated physical exercises, together with cookery, laundry work, and needlework (including mending, darning, and cutting out); instruction in marketing, the care of rooms and household accounts.

The following paragraphs, from a circular letter (374) of the Scotch Education Department, will indicate the general scope of the industrial course mentioned above.

There should, however, be comprised in it further teaching in English, including history and geography, together with instruction in the laws of health, vocal music, and physical exercises.

"(i.) The essential object of this course should be to give the pupil such a knowledge of Geometry and Mensuration as can be acquired experimentally by the construction and exact measurement of figures drawn to scale by the use of various instruments, such as compasses, protractors and set squares. In this way a real understanding of the fundamental propositions of Geometry relating to angles, the various relations of the sides and angles of a triangle, the measurement of rectilinear plane figures, and various properties of the circle and of similar figures, may be acquired, as well as the power of applying this knowledge to actual problems of construction or measurement. The use of graphs to indicate the relation of varying quantities should be taught. It may be found possible to add some elementary instruction as to the measurement of solids. The teacher should not hesitate to adopt devices borrowed from any province whatever of Mathematics, if only they are found to be within the comprehension of the pupil. The distinguishing feature of the course should be that at every stage the pupils deal with concrete problems, and not with developments of mathematical theory. The correct use of mathematical instruments is a matter of prime importance, and exactness of measurement should be insisted upon.

"(ii.) Incidentally, the course will give considerable scope for

the practice of Applied Arithmetic. In addition to the ordinary foot rule, decimally divided scales should be in constant use, in order that, as in the Commercial Course, the pupils may be familiarised with decimal operations, and may acquire a knowledge of the principles of the Metric System.

"(iii.) The work should include some practice in money calculations, though not to the same extent as in the Commercial Course.

"(iv.) To this course should be added workshop practice (woodwork and ironwork), in which the pupil, besides being taught the proper use of tools, is exercised in the production of objects from working drawings as well as in the construction of such drawings from actual objects, in simple plan and elevation, or in isometrical projection.

"(v.) Some instruction should also be given in the simple principles of Mechanics, and pupils who have reached a sufficient stage of advancement may be introduced to the consideration of such problems as are contained in the elementary text-books on Building Construction, or Machine Construction and Drawing."

Ultimately, if found necessary, there should be attached to the school a pupil teacher centre, with a preparatory class to cover the intervening year between the close of the higher elementary school course at fifteen and the beginning of the pupil teacher course at sixteen. In that event, I would suggest that the pupil teacher centre and the preparatory class should be placed under the charge of a lady. The greater number of the pupil teachers would be girls, and it is especially important that at that age they should be under the care of a cultivated woman.

(3) The classes throughout the whole school should be small in number and the staff should be good.

X.—DRONFIELD.

The Dronfield Grammar School was founded in 1579, and was carried on in a single room till 1867, when the present building was erected at a cost of £2,500. The scheme under which the school is now conducted is dated 1888. The present headmaster, Mr. Baggaley, B.A. (formerly engaged in the Normal Schools in Chelsea), was then appointed. A new wing, consisting of chemical and physical laboratories, together with a room for manual instruction, have since been added. The income of the endowment from real estate is about £136,

from personal estate about £199. The school is co-educational. In February, 1904, there were sixty-five pupils in the school—forty-three boys, twenty-two girls. Five of the boys were boarders. Out of the total number of pupils, seven came from outside the Derbyshire area. The average age at entrance is twelve years, the minimum eight. No pupils in the school were over sixteen years of age. Only five were over fifteen. Two-thirds of the pupils were between twelve and fifteen. Only five of the pupils had completed more than seven terms in the school. Eighty per cent. of the pupils had received their previous education in public elementary schools; most of the others had come from private schools. The subsequent career of the pupils is as follows:—Twenty per cent. enter manufactures; twenty per cent. enter merchants' offices or become railway clerks; fifteen per cent. become articled clerks; ten per cent. enter retail trade; ten per cent. take up engineering or other apprenticeships; eight per cent. become teachers in elementary schools; six per cent. go on to technical schools; five per cent. enter banks and insurance offices; four per cent. go on to Universities or other places of higher education; two per cent. become farmers. The greater number of the pupils are absorbed by clerkships and business houses in Sheffield. There are twelve foundation scholarships of £5 a year, with free tuition, held in the school. Twelve County Council minor scholarships are also held here. Until the recent changes in the Board of Education's Regulations for Secondary Schools the Drönfield Grammar School was included in Division A. In 1903 it earned in grants £169 14s. 5d. on 33 pupils. The school fees are from £4 to £6; but at the time of my inquiry no pupil was paying the higher fee. Weekly boarders pay £30 and full boarders £36 a year. The school is regularly inspected by the Board of Education. The County Council, besides maintaining the twelve scholars mentioned above, grants an annual sum of £40. The laboratories have been approved by the Board of Education. There is no gymnasium or music room. The school has two excellent playing-fields. The staff consists of the headmaster and two assistants exclusively attached to the school, one of the latter being a woman. There is one visiting teacher.

The boys at the school have well organised cricket and football teams, and play matches with other schools. The girls have a lawn tennis court. Boys and girls are trained together by means of dumb-bell and wand exercises. Boys of the industrial class preponderate in the school. Special attention is paid

to arithmetic, drawing, writing, and composition. A class has been formed in machine drawing for those about to enter engineering shops. Book-keeping is taught at the request of many parents.

The special difficulties with which the school has to contend are :—(1) The early leaving age of many of the pupils, comparatively few completing a three years' course ; (2) the smallness of the teaching staff, there being at least six classes with only three teachers ; (3) the smallness of the available yearly income, large sums having been taken from capital to pay for new buildings. The late master's compensation is also being repaid out of current income ; £26 14s. 9d. was devoted to this purpose in 1903. About four years ago the Governors found themselves seriously in debt, and were compelled to reduce the headmaster's income by nearly £100 per annum. The result is that at the age of forty-three, and with no prospect of a pension, after sixteen years' service, and with growing family expenses, the headmaster finds himself worse off than he was at his appointment in 1888, although the numbers in the school have never been so high as in the term immediately preceding my inquiry.

Recommendations.

Owing to the conditions of the neighbourhood and the needs of the pupils, the work done in the Dronfield Grammar School is higher elementary in character, rather than truly secondary. The school is unlikely to be able to conform to the regulation, if pressed, that all the pupils should be required to stay till the age of sixteen. Were the County Education Committee starting with a clean sheet at Dronfield, I should suggest that what is needed there is a good higher elementary school, with pupil teacher centre and preparatory class attached. But it is impossible to propose this course in view of the old endowment of the Grammar School, and therefore I would suggest that, with the improvements recommended below, the school be left in a sort of intermediate place between the real secondary schools and the higher elementary schools. If at some future time the Board of Education recognise this type of school as distinct from schools more strictly secondary in their character, the County Council will be able to avail themselves of such revised regulations.

In the meantime, the assistant staff of the school should be strengthened. The headmaster has large experience as a teacher, and deserves to be given more assistance in his work.

A glass partition ought to be put into the large schoolroom, so that it can be divided into two for use as separate class rooms. At present, two classes are taken in the one room. The heating apparatus should be improved; the present one in the new building is not effective, and there is no heating apparatus for the old part. It would cost about £40 to extend the heating apparatus.

Separate washing places should be provided for the boys and girls.

In the large laboratory, the troughs need attention. Part of the boys' offices require improvement.

If further accommodation for the training of pupil teachers were found necessary in future, this would be a suitable place for the establishment of a small pupil teacher centre in organic connexion with the Grammar School, and under the direction of the headmaster. At present, however, I would recommend that the pupil teachers should be sent to Chesterfield.

XI.—DUFFIELD.

In order to meet the needs of the growing population of Duffield, and at the same time to provide further educational opportunities for girls living at Wirksworth, Belper, Ambergate and Matlock, I would suggest the establishment at Duffield, within convenient distance of the railway station, of a public secondary school for girls, with pupil teacher centre for girls attached. This would indirectly relieve the pressure upon the accommodation of the Lady Manners School at Bakewell by drawing off some of the girls who at present go to Bakewell from Matlock and Cromford. Its establishment would secure a good supply of girl pupil teachers from a neighbourhood which is particularly likely to furnish a considerable number of suitable candidates. By choosing this convenient railway centre as the site of a new public secondary school for girls, the County Education Committee would be able to meet with economy a number of needs which it would be impossible to supply in each several town, except at very great expense.

My only misgiving in making this suggestion is lest it should injure the excellent work which is being done by the Church High School for Girls in Derby. There is, however, no reason for thinking that any serious harm would be done to that school by the establishment of a new County School for Girls at Duffield. The two schools would each have a somewhat

different province of work. It would be unnecessary for the Duffield school to aim at doing advanced work on high school lines for any considerable number of elder girls. The majority of its pupils would leave at sixteen or thereabouts, unless they intended to become pupil teachers, in which case they would remain connected with the pupil teacher centre till they were eighteen years of age. The Church High School in Derby does not meet, and probably could not, without sacrificing other parts of its work, successfully attempt to meet, the needs which it would be the primary aim of the Duffield school to supply. I am glad to think, therefore, that any real competition between the two schools would not arise.

I do not propose a co-educational school at Duffield, because there are already so many co-educational schools in the County that it seems desirable to establish here, as at Chesterfield, a secondary school which would develop a kind of educational influence more closely related to the actual needs of girls than, with all its different merits, a co-educational school can ever furnish. The County is weak in girls' public secondary schools as such, and already strong in co-educational schools, which, after all, must still be regarded as being from the point of view of the girls' special requirements somewhat of an experiment, though admittedly an encouraging one. It would be a misfortune for the County to forego the educational advantage of having a number of secondary schools, the curricula and methods of which were specifically designed to meet the needs of girls. And the work of the co-educational schools would be more likely to be kept at a high level of refinement if they were constantly able to measure what they were doing for their girl pupils with what was accomplished in other public schools in the County for girls alone, than if the latter type of school were hardly represented at all in the list of institutions aided by the County Education Committee.

In the Girls' Secondary School the curriculum should include much literature and history; good teaching of the Mother Tongue and of French on the best modern methods; sound training in mathematics; and a course of general elementary science, with instruction in botany and in the laws of health. The development of artistic interests and of skill in vocal music and in drawing should receive special care. Another matter which should be carefully provided for in the new Girls' High School is the physical training of the girls. It is a matter of extreme importance to avoid mental and physical overstrain for girls, especially during a considerable part of their secondary

school course. There should be attached to the school a highly-trained teacher of physical exercises, and it should be equipped with an excellent gymnasium and with all the best appliances for physical culture. The headmistress and her colleagues on the staff should pay close regard to the physical condition as well as the intellectual progress of the girls committed to their charge.

The school should also be well equipped with books of reference (a good encyclopædia, first-rate dictionaries, etc.), with a school library of general literature, with atlases, photographs, globes, and other things needed for the teaching of history and geography, and with scientific apparatus. There should be a good playing field for organised school games, which are of importance as strengthening the physique, and as teaching alertness and initiative, the habit of organisation, and *esprit de corps*.

There should ultimately be attached to the school a pupil teacher centre under the same headmistress.

The annual maintenance cost of such a school would be about £15 per head for 200 pupils. The Government grant would be about £3 10s. per head on an average for each girl going through the course between twelve and sixteen. The fee might be fixed at nine guineas a year. The cost of a pupil teacher centre would be, in the circumstances, about £10 a head. The Government grant would be £7. The cost of the buildings, exclusive of the site, would be about £45 a place, or, for a school accommodating 200, about £9,000. Part of this ought to be contributed by Duffield itself, and the other part charged to the rest of the area which the school would serve. Perhaps it would be fair to assign one-third of the whole cost to Duffield, which would derive much indirect advantage from the arrangement, as the existence of the school would increase the attractiveness of the place as a residential centre. Whether or not any part of this sum (£3,000) might be expected to be raised by voluntary donations is a question upon which I cannot express an opinion.

If, eventually, it were found possible to move the Wirksworth Boys' Grammar School to Duffield, I would express the hope that it should be made the boys' division of a *dual* school. In that case, there would be a school at Duffield which in one wing would be for boys only, and under the control of a headmaster, and in the other wing for girls only, and under the control of a headmistress—the two sides sharing, perhaps, common laboratories and school library.

XII.—GLOSSOP.

(1) *Secondary Education for Boys and Girls.*

The Glossop Secondary School for boys and girls is carried on in a handsome building presented to the Borough by Lord Howard of Glossop for the purposes of a Technical School. The building is of handsome design, bright, airy, well situated in a suitable quarter of the town, and about four minutes' walk from the railway station. It is used in the evening for technical classes.

The school was established in September, 1901. It is under the direction of the Higher Education Committee of the Borough of Glossop. It comprises one large room, four class rooms, chemical and physical laboratories, workshop, manual training and art rooms, and also a cookery room. The laboratories have been approved by the Board of Education. The manual training room is used by boys in the public elementary schools, as well as by those in the secondary school. In February, 1904, there were 63 pupils in the schools—40 boys, 23 girls. Two of the pupils came from outside the County area. There were no boarders. The average age at entry is thirteen; the minimum age is twelve. Nine of the pupils were over sixteen years of age. Eighty-five per cent. of the pupils had received their previous education in elementary schools. The school fees are £5 per annum. The school is recognised as a secondary school by the Board of Education. Until the recent change in the Board's regulations for Secondary Schools this school was included in Division A. The amount of grant earned from the Board in 1903 was £223, forty-three pupils having been recognised for grant-earning purposes, and thus earning £5 per head. From the Derbyshire County Council the school received £100 (for scholarships £60, capita-tion grant £40). Thirty-nine scholarships are offered in this school, fifteen of these being County Council minor scholar-ships, fifteen Borough of Glossop scholarships, six scholarships given by the Glossop Co-operative Society, and three given by the Hadfield Co-operative Society. In all these cases the scholarship pays the scholar's tuition fees. Thirty scholarships were actually held in this school at the time of my inquiry.

The school is doing an excellent work for Glossop, and the Borough and County Authorities are to be congratulated upon its educational promise. The headmaster is very keen about his work, and full of good educational ideas. He devotes him-self in a self-denying manner to the school interests. It would

not, however, have been possible for him to accomplish what has already been done had it not been for the cordial support which he has received from the Glossop Education Committee and from its Secretary, Mr. Walkden. The school has now reached a critical point in its history. It must be greatly strengthened in point of assistant teaching staff and in other matters mentioned below, or it will, I fear, be unable permanently to maintain its present high level of educational vitality. My inquiry led me to the conclusion that it would be prudent for the County Council to adopt liberal measures in regard to the school.

The staff consists of the headmaster, Mr. R. H. Dickinson, Miss E. R. Broome, M.A., who is in special charge of the girls, and who has had wide and appropriate experience in other schools in New Zealand and elsewhere, and two assistant masters exclusively attached to the school, and five visiting teachers.

Excellent work is being done in the chemical laboratory. The pupils work in groups. The boys are encouraged to find out things for themselves and to learn by failure. They are taught to use books of reference, and the teaching is so planned as to cultivate their reasoning powers. Some of the boys are so keen about their work that they come in the evening and study for pleasure. The headmaster sacrifices his own leisure in order to respond to this interest on the part of the pupils. English composition is carefully taught in connexion with the laboratory work. Each boy is made to describe exactly what he sees; if he misses a point he is made to re-write his composition. Essays are written every fortnight on well-chosen subjects of general interest. Many of the essays are of the nature of problems so stated as to stimulate the intellectual interest of the pupils and to cause them to think and answer sensibly for themselves. Much of the apparatus is made by the boys themselves in the manual training room. It is believed that the Committee has been saved £100 by this arrangement, which in itself is most educational. Some of the boys come in the evening to help the headmaster to make their own apparatus. The pupils are from time to time taken on school journeys, when they do a little surveying, make plans of the district, and apply the trigonometry which they have learnt in school. The headmaster has made an excellent series of nearly three hundred lantern slides, by means of which he illustrates the lessons in geography. The pupils in the school engage, under the headmaster's supervision, in correspondence

with pupils in French schools. The result of this is that many of them gain a strong interest in the conditions of life in France. On the school notice board were displayed a number of photographs from the French towns with which correspondence is carried on. The teaching of design in the school is good, and some of the boys were executing in wood-work some of the designs which they had made in their drawing lessons.

The chief difficulties with which the school has to contend are as follows:—

(1) The late age at which many of the pupils enter the school. At present the average age at entry is thirteen. The right age for transference from the public elementary to the secondary school is twelve.

(2) The school lacks a good reference library. This is a serious defect in its equipment. Learning how to make use of works of reference is a valuable part of a secondary education.

(3) There is no room at present in the school for a preparatory department which could be joined by children of a younger age. It is desirable that accommodation should be found for such a department. Its establishment would strengthen the position of the school, would enhance its usefulness, and would ultimately promote its intellectual efficiency without in any way impairing the connexion between the secondary and the elementary schools—a connexion which I was glad to find marked by growing cordiality on both sides.

(4) The school needs a playing field of its own.* In the meantime, excellent use has been made of a temporary arrangement. Great pains are taken to develop *esprit de corps* among the pupils, and the organised school games, which include lawn tennis and football, are carefully supervised by the teaching staff.

The future position of this school calls for careful consideration on the part of the Education Committee. The primary object of those who were responsible for its establishment was to afford a more advanced education to boys and girls who have passed through a public elementary school. In view of local circumstances, this object was wisely chosen. The school, however, is doing a work which in many respects is secondary rather than higher elementary in methods and in aim. But if the school were rigorously pressed to confine its efforts to the education of boys and girls who were prepared to go through a complete course of secondary education up to the

* See, however, note, page 83.

age of sixteen at least, the best interests of many of the children who come on from the public elementary schools would be sacrificed. I understand there is not room in Glossop for both a secondary and a higher grade elementary school. It is to be hoped, therefore, that the Committee may see its way to allow this school to remain for the present on the border line between secondary and elementary education. The secondary work of the school, as at present carried on, should be warmly encouraged and liberally helped. But, at the same time, I would urge that care should be taken not to enforce tests in respect of leaving age, which, though appropriate to the great majority of secondary schools, would in this case be injurious to some of the interests involved.

Recommendations.

(1) A playing field should be provided for the permanent use of the school.*

(2) The school should be equipped with a good reference library, including a good encyclopædia, first-rate dictionaries and other works of reference.

(3) Two of the assistant teachers (one man and one woman) should be placed on the higher scale of salaries, suggested on p. 43 of this report, and this arrangement should be made permanent, with a view of securing a continued supply of highly qualified assistant teachers in the future. The permanent success and educational influence in the school depend upon this being done.

(4) In view of the admirable work which he has done for the school, the salary at present paid to the headmaster should be increased.

(5) In view of the enhanced quality of the education which will be given at the school, I would urge that the tuition fee should be raised to seven pounds a year, with a good number of free places for boys and girls of special promise.

(6) Certain structural changes are desirable in the school, but these will be more conveniently discussed at the end of the section dealing with the instruction of pupil teachers in Glossop.

(7) A gymnasium should be built for the physical training of the pupils. There is room for such a building behind the school.

(8) Vocal music should be taught throughout the school. Singing is the characteristic art of the countryside, and it is a

* Since this was written Lord Howard has presented the school with a fine playing field.

misfortune that at the present time no educational use is made of it in the secondary school course.

(9) My inquiry into the work and prospects of the Glossop Secondary School necessarily brought to my notice the question of the intellectual attainments of the children who come on to the secondary school from the public elementary schools of the Borough. I hope, therefore, that I shall not seem to be going beyond my terms of reference if I venture to impress upon the consideration of the Glossop Education Committee the importance of taking steps to strengthen the teaching power in the elementary schools of the Borough. It is gratifying to note that the Glossop Trades Council recently advocated steps in this direction. Among the thoughtful working people in the Borough there is a strong desire for better educational opportunities for their children. I believe that there are only three elementary schools in Glossop where no teacher has charge of more than one standard. In one school, Standards IV. to VII., inclusive, are taken together in reading and geography. The best remedy would be to concentrate elementary education in Glossop in four or five schools, and to make them really good. The classes in the elementary schools should be small throughout. At present elementary education in the Borough seems to lack buoyancy and intellectual vitality. The results are injurious to the business interests of Glossop and to its social welfare. As a first measure towards improvement, I would suggest for the consideration of the Glossop Education Committee the desirability of strengthening the staff in Standards V., VI., and VII. in a number of selected schools. Of the Church of England Schools, the Whitfield National School would naturally suggest itself for this purpose; of the Roman Catholic Schools, St. Mary's. The Wesleyan School Managers and the British School Managers might be asked to decide which of their schools would most suitably receive this special strengthening of the staff.

(2) *Instruction of Pupil Teachers.*

Glossop would be a good centre for the instruction of pupil teachers. I would recommend that:—

(1) A pupil teacher centre should be established in organic connexion with the secondary school and under the same head master. The senior assistant mistress should be placed in special charge of the girls. The education of a boy or girl intending to teach would thus, in Glossop, be on the following lines:—From twelve to sixteen the pupil would go through the

regular school classes. At sixteen, he or she would become a pupil teacher. The first three or four months of pupil teacherhood should be spent in a selected elementary school. The pupil would then return to the secondary school for a complete year's instruction and participation in regular school life. The remaining portion of the period of pupil teacherhood would again be spent in a selected elementary school. Or, if the Board of Education's regulations were altered to allow of such a course, the first year of pupil teacherhood might be devoted to study and the second year to practice in the schools.

(2) In order to accommodate the pupil teacher centre, certain structural changes would be necessary. I would suggest:—(1) That the present art room should be used for ordinary school purposes; (2) that a manual training and cookery centre should be built in Glossop for the use of scholars in the public elementary schools, and that the present cookery room in the secondary school should be used as a class room for secondary school purposes. [The present workshop in the secondary school would be retained for manual instruction, but the girls taking cookery would use the new cookery centre]; (3) that in order to provide the further necessary accommodation, a room in the Public Library just over the way should be used as a class room.

XIII.—HEANOR.

The Secondary and Technical School at Heanor has done a pioneer work. It owes much to the foresight and energy of Mr. Thomas Mayfield, who was so good as to give me valuable help in the course of my inquiry. The school was founded in 1893. The origin is due to the application by the Heanor Local Board to the Derbyshire County Council to recognise and assist them in starting a "District Technical School." It was pointed out that in the east of Derbyshire there was a stretch of country, from Chesterfield to Derby, 25 miles long by 15 wide (375 square miles), in which no public secondary school existed, although the district contained at least 100,000 inhabitants. The government of the school was placed in the hands of a committee appointed by the Local Board, the County Council being represented upon it. The school became an "Organised Science School" under the Science and Art Department, and also a District Technical School under the

County Council. The evening classes are an important part of the institution, and at least two teachers (Mr. Stoddard, the headmaster, and Mr. Clarke) teach in both the day school and the evening classes. The school is stated to have been the first co-educational school of a secondary nature in the County, and the committee of the school to have been the first Urban District Committee in the County to levy the penny technical rate.

The buildings in which the school is carried on were originally a gentleman's residence, comprising large house and grounds. These have been adapted and enlarged. The accommodation is stated to be sufficient for 150, but at the time of my inquiry there were 134 pupils present (106 boys and 28 girls) in the school, and certainly it seemed sufficiently full with that number. There are forty County Council scholarships held in the school, and seventeen other scholarships. School fees are 13s. per term to children of parishioners who pay the penny rate, 21s. per term to all others.

There are no endowments. The school is recognised by the Board of Education in what was formerly known as Division A, and the Government grant amounted in 1903 to £542 15s. od. The County Council grant for scholarship pupils is £40 0s. od., making a total of £582 15s. od., *i.e.*, about £4 7s. od. per pupil in the school. This sum, together with the fees, *i.e.*, either £1 19s. od. or £3 3s. od. a year, constitutes the income, *i.e.*, £4 7s. od. + £1 19s. od. = £6 6s. od. per pupil for those who pay low fees, and £4 7s. od. + £3 3s. od. = £7 10s. od. per pupil for those who pay higher fees.

The buildings are not adequate for the work attempted. There is no main hall. There are four class rooms, the numbers usually accommodated being 30, 45, 45, 20-27 respectively. The chemical laboratory and physical laboratory take 25 and 20 respectively. The art room is used as a class room. There is no gymnasium. There are good grounds around the school, with tennis court, and there is also a field of seven acres (a short distance away), which is rented for hockey, cricket, and football.

I was struck by the energy with which the headmaster, Mr. Stoddard, his senior assistant, Mr. Clarke, and other colleagues, devote themselves to the work of the school. The headmaster and his assistant both hold the B.Sc. degree; the art teacher, Mr. Barnes, is a gold medallist, and highly qualified for his work; Miss Birt, the senior assistant mistress, holds the Cambridge Teachers' Diploma.

The science subjects are physics and chemistry. To these,

together with mathematics, about twelve hours of school time are given weekly. The drawing, on the average, receives over three hours a week from each pupil. To history and geography six hours are allotted. The amount of time given to English and history and geography is, on the whole, very inadequate. Latin forms no part of the ordinary curriculum, but is taught to those who are taking a University examination. The teaching of drawing is admirable. I saw excellent specimens of work done in the school. The greater part of the drawing is direct from nature. In case he wishes the pupils to draw from copy, the master himself supplies the copy by a drawing on the black-board. A good deal of original designing is done in the school. The difference between the work in the first and second year pupils was noticeable, and gave in itself evidence of careful and enthusiastic teaching. In the French teaching the pupils are encouraged to learn dramatic sketches or dialogues by heart, and to repeat them. Some of this work is well done, with carefully trained accent and good effect. A library of fiction and other recreative reading has been started. This should be developed; but there is pressing need for a good reference library for literary and geographical subjects. In a cupboard in the school there is a well-bound library, including standard novels, which belongs to an old Coffee House Trust. It would be desirable to make this library available for school use.

The school started with twenty-eight pupils; and is now practically full with a hundred and thirty-four. Of these, about thirty come from homes in Heanor, four come from outside Derbyshire; so that the school is essentially a *district* school, with Heanor chosen as centre. A hundred and sixteen out of a hundred and thirty-four pupils come from the public elementary schools; eighteen from private schools. About twenty-five per cent. of the pupils enter the elementary school teaching profession; another twenty-five per cent. enter retail trade; ten per cent. take up engineering or other apprenticeships; ten per cent. go into manufactures; ten per cent. go into merchants' offices; eight per cent. become farmers; six per cent. become articled clerks or enter banks, etc.; and a very small percentage, about five per cent., proceed to technical schools or other places of higher education.

In 1903, an old pupil of this school obtained the Whitworth Exhibition, having been through the day school, and having subsequently attended evening classes here. In 1904, another old pupil from this school came out head of the Derbyshire students in the King's Scholarship list.

There is no continuous teaching of vocal music in the school. This side of the curriculum should be strongly encouraged. The school rents cricket and football grounds from the local Cricket and Football Club, at a rent of £5 a year. It has the use of the ground in the day time, except on alternate Saturday afternoons. The staff take much trouble to supervise the organised school games.

The train service to Heanor is excellent, but school has to begin at 9.30 and end at 12.30, in order that the pupils may catch trains at the stations five or ten minutes away. The pupils in the school are trained to make careful meteorological observations.

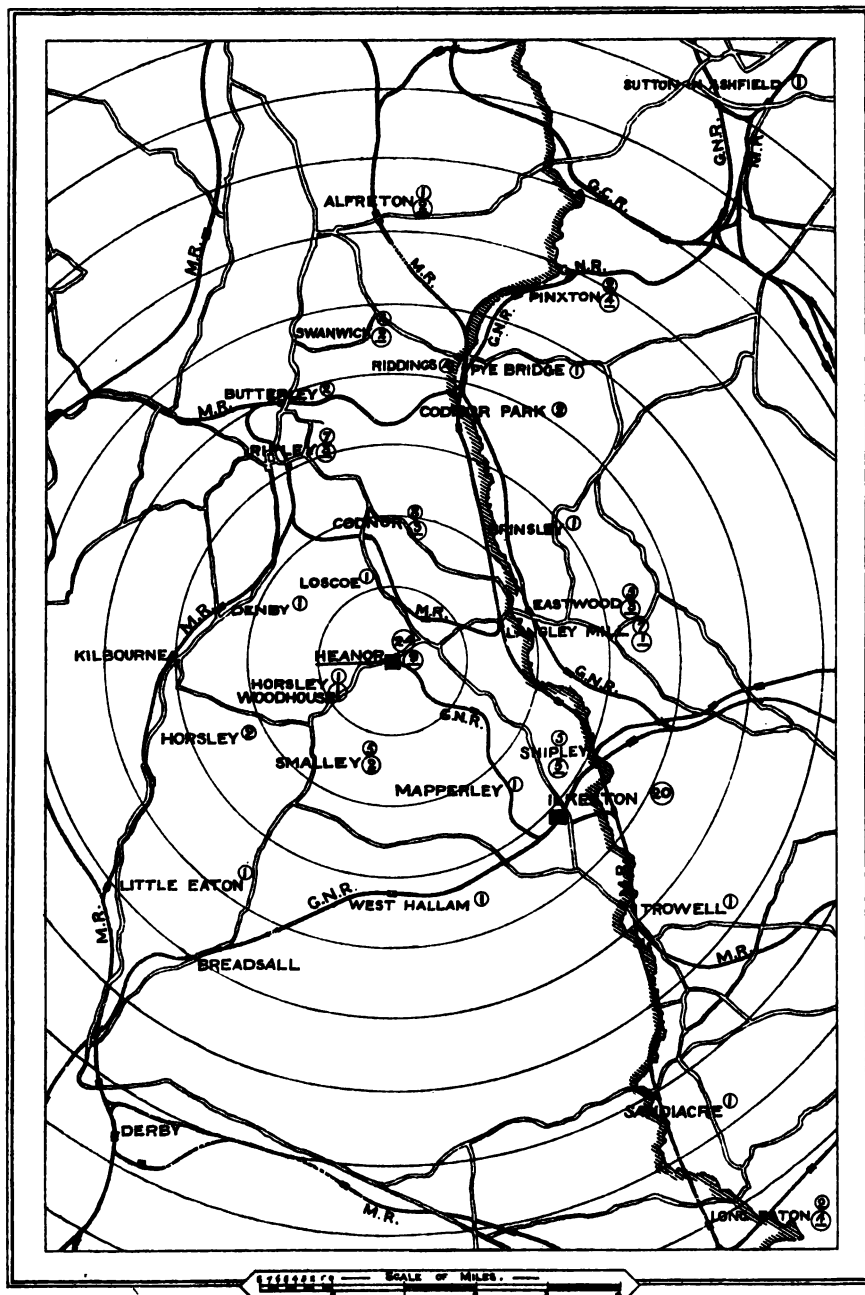
The offices for both boys and girls are distinctly bad, and require immediate attention. The boys' cloak room is a mere lobby, without hot-water pipes. The girls' cloak room is used also as a cookery room and occasionally as a dining room. An assembly hall can be made by the joint use of the two larger rooms. The whole school, however, is not assembled together every day. This is a weak spot in the organisation of the school.

Mr. Stoddard has prepared for me the map facing this page, which shows the district round Heanor. The space between each circle represents one mile. Attached to the names of the places are numbers showing the pupils coming from the different towns and villages.

Heanor is a good collecting ground for pupil teachers. More boys from this district become pupil teachers than is usually the case in the neighbourhood. This fact is largely owing to the personal influence of the rector, Mr. Corfield.

Recommendations.

The future of this school will be much affected by the opening of an attractive higher grade school at Ilkeston. In time past, Heanor has drawn pupils from places which would more naturally be served from elsewhere. The circumstances of Heanor would make it inexpedient to establish a truly secondary school here. There are very few middle-class people in the neighbourhood. The industries of the district are mining, a little iron-working, engineering, and the manufacture of hosiery. Mr. Mayfield and those who work with him had in view, when they established this school, a higher grade school which should carry forward the work of the pupils to about fifteen years of age. I am persuaded that they were wise in their aim. The



MAP SHEWING DISTRICT SERVED BY THE HEANOR SCHOOL.

The shaded line indicates County Boundary.

The numbers underlined indicate girl pupils, the others boys.

Heanor School has become a secondary school by what can only be called an administrative accident. The action of the Science and Art Department in developing its organised science schools, and then subsequently calling them secondary schools, has resulted in what is practically a misnomer in the case of Heanor. Heanor is in effect a higher grade elementary school, and I would recommend the Committee to recognise it on this basis in future. It would be desirable to organise the curriculum on the lines suggested for Ilkeston on p. 92 of this report. In the meantime, however, it would be imprudent to embark on any large building operations. No one can predict with certainty the numbers of children who will wish to go to the Heanor School when other schools have been opened at Ilkeston and Long Eaton. The present school should be thoroughly re-decorated and cleaned, and the offices and cloak room accommodation much improved. I would also urge the desirability of attaching to the staff another woman teacher, care being taken to appoint one who has had a good secondary school training. She should be given a position of special responsibility with regard to the girls. It is important that the teaching of English and the humanities in this school should be strengthened.

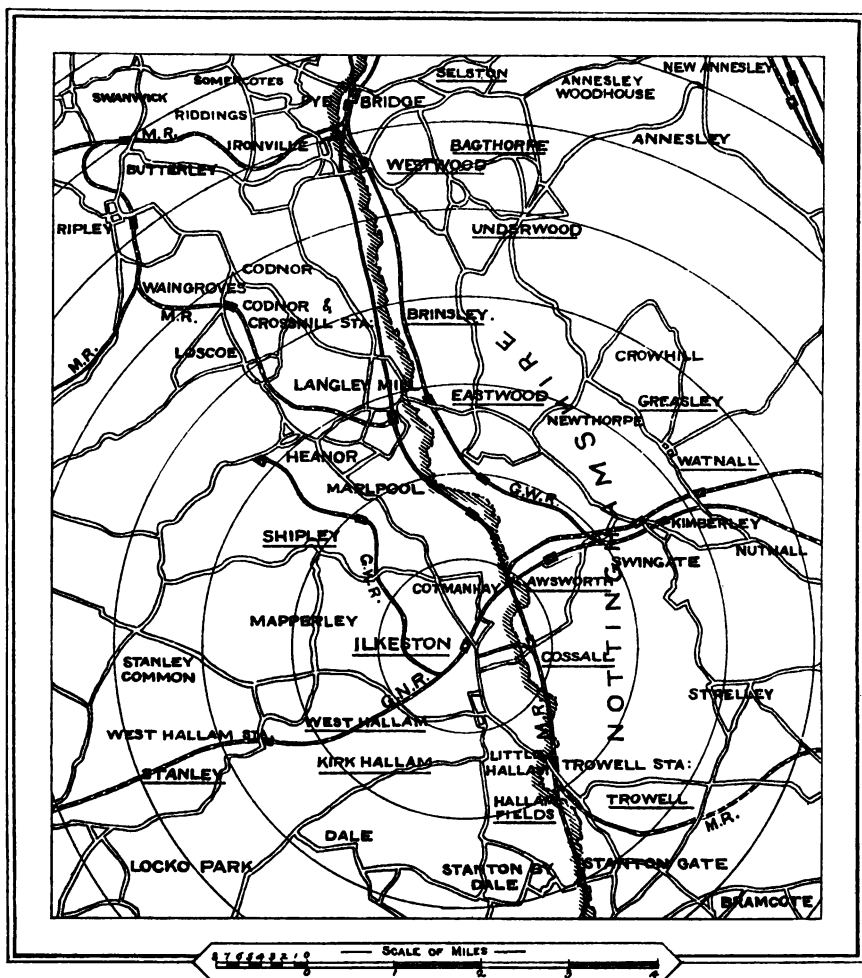
Heanor is a suitable place for a pupil teacher centre. The present pupil teacher centre should be re-organised and made a day centre in connexion with the Heanor Secondary and Technical School, or, as I would suggest its being called in future, "The Heanor Higher Grade Elementary School." To fill up the gap between the end of the higher elementary school course at fifteen and the beginning of the pupil teacher course at sixteen, a preparatory class should be provided. The whole responsibility for giving the instruction at the pupil teacher centre should, of course, rest with the staff of the centre. The head teachers of the public elementary schools where the pupil teachers would go for their experience would give professional instruction in the art of teaching. Great care should be taken not to overwork the pupil teachers during the time they are serving in the elementary schools. The girl pupil teachers at the centre should be placed in charge of a lady on the staff; though I would suggest that the headmaster of the school, Mr. Stoddard, should be placed in general charge of the whole institution.

XIV.—ILKESTON.

The growing importance of Ilkeston renders the provision of improved educational facilities a matter of pressing public importance. In studying the educational needs of the town and its vicinity, I received valuable help from County Councillor Truman; Alderman Chambers, Chairman of the Education Committee; Mr. Wright Lissett, Town Clerk of Ilkeston; Mr. Beacroft, headmaster of the pupil teacher centre; Mr. Hunt, headmaster of the Gladstone Street Council School; and other residents in the Borough.

My inquiry led me to the conclusion that Ilkeston will be a suitable and convenient centre for the development of education of a type superior to that which the Borough at present enjoys. It is a town of nearly 30,000 inhabitants. It has an excellent railway service, both on the Midland and Great Northern Railways. The map facing this page, which was prepared for me by a student at the pupil teacher centre, shows the environment of Ilkeston (marked out by circles at intervals of one mile), the railway facilities, and the names of the places, underlined on the map, from which the pupils at present come to the existing pupil teacher centre.

As a centre for pupil teacher training, Ilkeston has a good nucleus in the seventeen departments of its elementary schools and the present contingent of fifty-one pupil teachers in training, together with forty-one pupils in the preparatory class. The total number on the registers of the centre at present is a hundred and thirty-eight, and this number is likely to increase. The Borough is also a promising centre for technical education. Last year the number of evening students was three hundred and twenty-seven. The subjects taken include freehand drawing, model drawing, drawing on the blackboard, drawing in light and shade, geometry, building construction, machine construction, mechanics, mining, mathematics, shorthand, physiography, magnetism and electricity. Ilkeston students have been very successful in the King's Scholarship examination. Last year, out of twelve students presented, six obtained a first-class. The head boy shared with a Derby student the honour of being top of the County list; and out of three thousand candidates from all parts of the country, only nineteen were above him. The pupil teachers have also been successful in the science and art examinations held by the Board of Education. Last year the senior students obtained fifty-six successes.



MAP SHEWING ENVIRONS OF ILKESTON.

The shaded line shews County Boundary.

The industries of Ilkeston and district are iron-founding, engineering, coal mining, hosiery, and lace manufacture. There at present exists within the Borough no higher school at all. Tradespeople and others who wish their children to receive higher education have to send them away to Nottingham or to Derby. Public opinion in Ilkeston is demanding educational improvements, and I am convinced that large but prudent expenditure on educational facilities would be both directly and indirectly remunerative to the Borough and highly beneficial to its social welfare.

It would be inexpedient to place here a secondary school of the classical or first-grade type. Pupils needing this kind of education can get it without serious difficulty in neighbouring towns. If such a school were established and made thoroughly efficient, much of its work would be unsuitable to the real needs of the bulk of the inhabitants of Ilkeston. If, on the other hand, it were left inadequately staffed and intellectually inefficient, it would do no good to anybody, and would fail to meet both the popular need and also the requirements of the small minority of pupils of exceptional promise.

The most urgent educational need in Ilkeston at the present time is greatly to improve the work done in the public elementary schools. The classes ought to be small, and the work, especially in the infants' schools and lower standards, should be definitely planned to stimulate and train the imagination of the children, and to bring them under refining influences during their earliest and most impressionable years. What is wanted is not to teach a great number of subjects in such a way that many of the children fail to get a real grasp of any, but to teach a few subjects thoroughly well, with a wide and cultivated outlook on life, but with such persistence of application that the children will get a firm grounding for all their later studies. This looks simple at first sight, but really it is the most difficult thing of all to accomplish. It is a work which can only be satisfactorily done by teachers who, besides being expert in the art of instruction and thoroughly masters of their work, possess the cultivation of mind which enables them to realise the bearing of one subject upon another, and thus, without cramming the children with heterogeneous information, to train them to see the connexion between one thing and another, and to gain an intelligent outlook upon life.

There should be much more careful training of the hand and eye in the Ilkeston elementary schools. The instruction at present is too oral and bookish to produce the best results.

I believe that at present no woodwork is taught. Educationally graded courses of manual training are indispensable to the welfare of the schools in view of the circumstances of the district. I am persuaded that the real key to the educational welfare of Ilkeston lies in improvements in the elementary schools, and not merely in setting up an ambitious higher school without first carefully laying the foundation in elementary education.

At the same time, I would suggest to the Education Committee the expediency of establishing in Ilkeston a good higher grade school to carry forward the education of children from the eleventh* to the fifteenth year. The first two years' course of instruction given in this school should be of a general character. The most important subjects in this general course should be:—(1) English, with a view to cultivating the power of expression in the mother tongue, and a love for good literature. (2) French, taught on the best modern methods, *i.e.*, as far as possible in French, but with careful regard to grammatical accuracy. The aims of the French teaching should be to give the children (*a*) a stronger grasp of their own language by the study of a second one; and (*b*) a sympathetic understanding of the national life and ideals of another great civilised nation besides their own. French would be taught to all except boys intending to take the industrial course mentioned on opposite page. They would have additional manual training in its place. (3) History. (4) Geography, beginning with the study of the home district, and elementary practical physics and nature study. Nature study should be carefully linked with the teaching of drawing and of art. (5) Elementary mathematics (arithmetic, algebra, and geometry). (6) Drawing and handicraft exercises. (7) Class singing—a most important educational feature of the curriculum. (8) Physical exercises, including drill and organised school games.

The classes should be small and the teachers highly qualified. Some of the latter should have received their training in good secondary schools. The higher grade school should have in connexion with it a good playing field, with a view to developing organised games which teach alertness, the power of friendly co-operation, and *esprit de corps*.

At the end of the first two years, the curriculum should fall into three divisions: First, a continuation of the general course, including simple instruction in the laws of health. This course would be especially valuable for those intending to become

* See pp. 12-22.

teachers. The second course should be industrial (for boys). Here the liberal element of training should be included, as it must never be forgotten that it is injurious to stunt the personality of the workman, and to narrow down his civic and human interests to trade concerns. The economic value of well-planned education depends on the combination of two things—liberal training and wisely-directed technical studies. An essential object of this industrial course should be to give the pupil a sound knowledge of applied geometry and applied arithmetic. The course should include, as one of its strongest features, manual training in woodwork and ironwork, the pupil being taught the proper use of tools, and trained to produce objects from working drawings. The third course should be a household management course for girls. Here, again, care should be taken to secure liberal influences in the training, and there should be plenty of English literature, English history, and drawing taught in the course. The more specific features of the course would be cookery, laundry work, needle work (including mending, darning, and cutting out); well planned lessons in housekeeping, including the care of rooms, marketing, and the keeping of household accounts; the care of personal health, and the general laws of healthy living.

On the occasion of my visit to Ilkeston I was pleased with the work which was being done by Mr. Beacroft at the centre. It seems to me desirable that, in the case of Ilkeston, the new higher grade school and pupil teacher centre should form one institution under one head. In view of the number of boys who would attend the higher elementary school, it seems necessary that its head should be a man. Were we considering the pupil teacher centre alone, I should recommend, on general grounds, that the head of it should be a woman, because the girls would be in a very large majority, and would gain from working under a woman's care. But in making this recommendation, I should express the strong hope that in view of the excellent services rendered by Mr. Beacroft nothing should be done to displace him without securing for him an equally advantageous position elsewhere. As things are, however, it seems to me that the best course would be to place Mr. Beacroft in general direction of the combined higher grade elementary school and pupil teacher centre, and to appoint as his chief colleague a woman with a good secondary school and University training, to whom should be entrusted the special charge of the girls in the pupil teacher centre and preparatory class. There should also be well educated women teachers on the

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staff of the higher grade elementary school, and one of them should be given special responsibility in regard to the girls in that school.

The following particulars, which I owe to Mr. Beacroft, will give the Committee a clear idea of the present position of the Ilkeston pupil teacher centre.

| YEAR. | From Ilkeston Schools. | | From Derbyshire C.C. Schools. | | From Notts. C.C. Schools. | |
|---|------------------------|--------|-------------------------------|--------|---------------------------|--------|
| | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| Candidates or Year I. | 4 | 17 | 1 | 5 | 1 | 5 |
| Year II. | 7 | 6 | 1 | 4 | 4 | 9 |
| Year III. or King's Scholarship Candidates | 7 | 10 | 0 | 2 | 2 | 12 |
| | 18 | 33 | 2 | 11 | 7 | 26 |
| Total number from each District | 51 | | 13 | | 33 | |

Total number of Pupil Teachers at the Centre, 97.

There is also a Preparatory Class for Pupils who intend to be teachers. This includes 5 Boys and 36 Girls. Total, 41.

Total number of Students at the Centre, 138.

(1) *Previous education of Derbyshire students.*—Of the fifty-one pupil teachers in Ilkeston schools, twenty have had some preliminary training in secondary schools. Of the thirteen from Derbyshire County Council schools, three have had such training. The other forty-one are children of parents who would gladly have sent them to a higher school had there been one in Ilkeston.

(2) *Probable work of the students had they not been teachers.*—Boys: Civil Service, solicitor, bank clerk, architect, surveyor, railway and other clerks, music teacher, draughtsman, lace designer, engineer, joiner, chemist, sailor (one). Girls: Civil Service (a fairly good number), music teacher, typewriter, dress-maker, milliner, nurse, help at home.

(3) *Number desirous of entering training colleges.*

| | Boys. | GIRLS. |
|----------------------------------|-------|--------|
| (i.) From Ilkeston schools ... | 17 | 20 |
| (ii.) „ Derbyshire C.C. schools | 2 | 2 |
| (iii.) „ Notts. C.C. schools ... | 3 | 12 |
| | — | — |
| | 22 | 34 |
| | — | — |

(4) *Districts in which the students wish to be employed after completing their training.*

(i.) From Ilkeston schools—all in Ilkeston, or Derbyshire, or Notts., except two (London);

(ii.) From Derbyshire C.C. schools—all in Derbyshire, except one (London);

(iii.) From Notts. C.C. school—all in Notts., except two (London and Birmingham).

(5) *Status of students' fathers.*

(i.) Of pupils from Ilkeston schools: Lace manufacturer, brick manufacturer, engineer, architect, surveyor, Nonconformist minister, accountant, factory manager, tradesman (draper, tailor, grocer, etc.), farmer, innkeeper, rate collector, blacksmith, joiner, twist hand, colliery official (two), miner (one).

(ii.) Of pupils from Derbyshire C.C. schools: Schoolmaster, farmer (four), engine driver, colliery official, veterinary surgeon, clerk, miner (two).

(iii.) Of pupils from Notts. C.C. schools: Schoolmaster, auctioneer and valuer, innkeeper, butcher, farmer, tradesman, architect, colliery official, blacksmith, fitter, lace hand, miner (thirteen).*

Attached to the pupil teacher centre there should be maintained as at present a preparatory class, which would carry the boys and girls over the year intervening between the close of the higher grade course at fifteen and the beginning of the pupil teacher course at sixteen.

Although in these suggestions I have urged that the most pressing educational need in Ilkeston will be best met by

* I am informed that the pupil teachers who have received their professional training in secondary schools start with a great advantage over their contemporaries. They have been better grounded and are more intelligent. They quickly pick up the subjects in which they are weak at the beginning. At the time of my visit I found that all the pupil teachers present who had been trained in secondary schools had, with two exceptions, gone to their secondary schools with scholarships, and that all of them had been at public elementary schools before going to secondary schools.

improvements in the elementary schools and by the establishment of a higher grade school leading up to the pupil teacher centre, I desire to call the attention of the Committee to the fact that there will be a certain number of pupils in Ilkeston who, though not intending to become teachers, might nevertheless be induced to remain at school till sixteen years of age, provided that suitable facilities were offered them in the immediate neighbourhood of their own homes. This applies especially to the case of girls. Many parents feel unwilling to send their daughters long daily journeys by train. The plan which I have submitted for the consideration of the Education Committee fortunately meets this need. The preparatory class should be so conducted as to afford a continuation of the general course begun at the higher grade school. Thus, a girl who went to the higher grade school in Ilkeston, and then stayed on through the preparatory class, would receive a general education up to the age of sixteen on lines suitable to her needs, although she might not be intending to become an elementary school teacher. There is no reason why the preparatory class should be confined to intending pupil teachers. On the contrary, advantage would lie in having variety of interest among the pupils. It would be necessary, however, to place the preparatory class in the hands of thoroughly competent teachers, and these, I think, should be mainly women with a good secondary school training. Boys from Ilkeston whose parents intended to keep them at school till sixteen should certainly be sent to Derby or Nottingham for a complete secondary school course. At the same time, boys who had been trained in the higher elementary school course to fifteen, and were intending to become pupil teachers, ought to be allowed to remain in the preparatory class. It is not an ideal arrangement, but considerations of economy seem to me to forbid any other solution of the problem.

The new higher grade school and pupil teacher centre should form an attractive group of buildings, and should be placed in the close neighbourhood of the railway stations. Connected with the school there should be a good playing field, where school games could be organised with the help of the teachers. It is important that every effort should be made to develop *esprit de corps* among those attending the pupil teacher centre.

I estimate that the annual cost of a higher grade school such as is described above would be (apart from the cost of site, buildings, and equipment) from £8 to £10 per head of pupils

in the school. The grants payable under the present Higher Elementary School Minute of the Board of Education would (inclusive of fee grant) be in respect of each pupil going through the whole four years' course an average of from £3 os. 6d. to £3 9s. 3d. per head. If, with the permission of the Board, a small fee of, say, 6d. a week were charged, the net cost to the rates (allowing for twenty-five per cent. of free places in the school, and reckoning the school year at forty-four weeks) would be, provided that the higher grants were earned, from about £3 15s. 0d. upwards. It is much to be hoped that at an early date the Board of Education may see its way largely to increase the grants payable to higher grade elementary schools. There is also need for development of the present English Higher Elementary School Minute on the more liberal and comprehensive lines which have been successfully adopted in Scotland.

The cost of maintaining the preparatory class at the pupil teacher centre would probably be (again apart from cost of site, buildings, and equipment) about £9 per head. The Government grant is at present only £4. The annual cost of maintaining (apart from site, buildings, and equipment) the pupil teacher centre would be about £10 per head. The Government grant towards this is £7 per head.

XV.—LONG EATON AND DISTRICT.

The educational needs of this important industrial centre call for careful consideration on the part of the County Education Committee. In the course of my inquiry in the neighbourhood I received valuable assistance from County Councillor James Winfield, from Mr. Clegg, Mr. Shaw, Mr. Wallis, and others. The district to be served includes not only Long Eaton (population 15,000), but the neighbourhood, extending as far as and including Sandiacre and Stapleford to the north, Sawley and Draycott to the west, Castle Donington and Hemington to the south-west, Kingston-upon-Soar to the south, Barton-in-Fabis and Thrumpton to the east and south-east. The population of this larger district, including Long Eaton, amounts to about 37,000. Of these, however, over 2,000 are in Nottinghamshire, and over 3,000 in Leicestershire. Long Eaton is really the centre of gravity of the educational district. With Sandiacre, Draycott, Stapleford and Sawley, it forms a highly important centre of the lace industry. This fact

has an important bearing on the kind of education needed for the district. There is also much engineering and machine construction in the neighbourhood; nor should railway wagon building be overlooked. The surrounding districts are largely agricultural. Many of the boys from Long Eaton and district go as clerks into the service of the Midland Railway Company; many others become draughtsmen for the lace factories. Great numbers of the girls are engaged in the lace trade, and openings are now offering themselves for girls as designers; many girls go into Nottingham and Derby as clerks; other girls go into Nottingham to work at the "finishing" of lace, *i.e.*, bleaching, drawing superfluous threads, clipping, and scoloping.

From an economic point of view this district is one of the most interesting in England. It is highly democratic in feeling and organisation. In some respects, the social and economic structure of Long Eaton afford an example of collectivist democracy. The Co-operative Store is very strong, and conducts business on a large scale of operations. The Free Church organisations are strongly represented here. The town is musical, and there is a good local Orchestral and Choral Society. The lace trade calls for the exercise of artistic taste and a quick sense of colour and form. Those who are engaged in preparing designs for the trade ought to possess quick sensibility of temperament, and sensitiveness to changes of taste in the demand for pattern. This power of quickly catching what, so to speak, is "in the air," and interpreting it in suitable design, is primarily an inborn gift, but capable of very great development by suitable education, especially in quite early years. The designer originates a pattern, the draughtsman reduces it to practical working form; both, therefore, need to be at once artistic and practical; both ought to have quick eyes, refined taste and dexterous hands. This is the psychological background to the economic prosperity of Long Eaton and district. It should be steadily kept in mind in the educational plans which are framed for the community. There is no doubt that much of the best technical education for these and other trades comes from the actual practice of the calling, and still more from the subtle influences which animate and influence any body of workers who carry on their occupations in close association with one another. But apart from this, the natural gifts and taste which are indispensable to the welfare of an artistic industry can be greatly stimulated and developed by forms of education which quicken the imagination and refine the sensibilities from an early age. In

the plan which I am about to submit for the consideration of the Committee, I have kept this purpose steadily in view, without forgetting the other needs of the district, viz., the preparation of those who will become clerks, the suitable early training of boys intended for the engineering trade, and the education of those who intend to become teachers.

I would suggest that the first and most necessary step is to make the elementary schools of Long Eaton especially strong in the infants' schools and lower standards. The early years of a child's life are the most critical. The most important elements in early education are the unconscious elements, not direct instruction. The children ought to be taught by cultivated teachers, full of sympathy with child life, and well trained in the best methods of developing the imagination and training the sympathies of the children, as well as their skill in using their hands. The classes ought to be small, as otherwise the children cannot receive individual attention; and only those whose experience has lain in the teaching of little children can realise how extraordinarily different they are from one another in need and promise. The school rooms ought to be artistically decorated, sunny, airy and beautiful. The pictures on the walls ought to be well chosen, and not too numerous. There ought to be flowers and plants in the rooms. In fact, everything should be done to bring the children under refining influences during their most impressionable years. The expense which this would involve is small compared with the immense advantage to be derived from it. We have much to learn in England in this grade of education from American experience. Long Eaton requires in its elementary schools educational opportunities as attractive as those that are offered to the children in the most progressive industrial communities in the United States. The social and economic results of prudently liberal expenditure in this matter will be highly remunerative to the community.

Throughout the elementary schools in Long Eaton, the teaching of drawing should be on a high plane of excellence. It should be carried forward on a correlated plan from the earliest years to the highest standards. It should include much colour work and design, as well as careful freehand drawing. Special attention should be paid to securing a good educational transition between the methods in the infants' school and those in the standards. Hand work (clay modelling and wood work especially) should be made an important feature in the curriculum, and should be carefully associated with the teaching of art.

But Long Eaton needs something besides first-rate ordinary elementary schools. I would suggest to the Committee the desirability of establishing in the town an attractive higher grade school. The building should be one which, by its design and location, would fitly indicate the importance attached by the Public Authority to securing for the rising generation improved educational opportunities. Admission to the school should be at about eleven* years of age. The children entering it should have been well prepared in the elementary schools. All should pass at first through a general course of two years' duration. The most important subjects in this general course should be: (1) English, with a view to cultivating the power of expression in the mother tongue, and a love for good literature. (2) French, taught on the best modern methods, *i.e.*, as far as possible in French, but with careful regard to grammatical accuracy. The aims of the French teaching should be to give the children (a) a stronger grasp of their own language by the study of a second one, and (b) a sympathetic understanding of the national life and ideals of another great civilised nation besides their own. French would be taught to all the pupils with the exception of boys intending to take the industrial course mentioned on opposite page. They would have additional manual training in its place. (3) History. (4) Geography, beginning with the study of the home district, and elementary practical physics and nature study. Nature study should be carefully linked with the art teaching. (5) Elementary mathematics (arithmetic, algebra, and geometry). (6) Drawing and handicraft exercises. (7) Class singing—a most important educational feature of the curriculum. (8) Physical exercises, including drill and organised school games.

The classes should be small, and the teachers highly qualified. Some of the latter should have received their training in good secondary schools. The higher grade school should have in connexion with it a good playing field, with a view to developing organised games, which teach alertness, the power of friendly co-operation, and *esprit de corps*.

At the end of the first two years' course of general instruction, the curriculum should branch into four divisions. The first of these should carry forward the work of the general course, including in it simple instruction in the laws of health. This course would be especially valuable for those intending to become teachers, designers, draughtsmen, etc. The second course, which would in a measure overlap the first, and would

* See pp. 12-22.

to that extent be economically combined with it, should be more commercial in its outlook. It should lay great stress on the liberal elements of education, including French. Another main object of the course should be to give as complete an understanding as possible of the principles of arithmetic and expertness in making calculations. The principles of book keeping should be explained and illustrated by the keeping of accounts in simple form. Great stress should be laid upon hand writing, with a view to securing legibility, correctness, and speed. The purpose and form of the commoner commercial documents, *e.g.*, invoices, cheques, etc., should be explained. If it seemed expedient, shorthand might be taught. The third course should be industrial (for boys). Here, too, the liberal elements in training should be included, as it must never be forgotten that it is injurious to stunt the personality of the workman and to narrow down his civic and human interests to trade concerns. An essential object of the industrial course should be to give the pupil a sound knowledge of applied geometry and applied arithmetic. The course should include as one of its strongest features manual training in wood work and iron work, the pupil being taught the proper use of tools and trained to produce objects from working drawings. The fourth course should be a household management course for girls. Here, again, care should be taken to secure liberal influences in the training, and there should be plenty of English literature, English history, and drawing taught in the course. The more specific features of the course would be cookery, laundry work, needle work (including mending, darning, and cutting out); well-planned lessons in housekeeping, including the care of rooms, marketing, and the keeping of household accounts; the care of personal health, and the general laws of healthy living.

I would suggest that attached to the higher grade elementary school there should be a pupil teacher centre. As the higher grade course would end at fifteen and the pupil teacher course begins at sixteen, the gap should be bridged by the establishment of a preparatory class in connexion with the pupil teacher centre. In the latter there would probably be five or six girls to one boy.

In the course of my inquiry, I was strongly impressed by the excellence of the work which Mr. Clegg is doing for education in Long Eaton, and hope that it might be found possible to make him head of the new higher grade school

and pupil teacher centre combined. His gifts and experience specially fit him for this responsible work. The principal assistant under him should be a woman, who should be placed in special charge of the girls in the preparatory class and pupil teacher centre.

I estimate that the annual cost of a higher grade school such as is described above would be (apart from the cost of site, buildings, and equipment) from £8 to £10 per head of pupils in the school. The grants (inclusive of the fee grant) payable under the present Higher Elementary School Minute of the Board of Education would be in respect of each pupil going through the whole four years' course—an average of from £3 os. 6d. to £3 9s. 3d. If, with the permission of the Board, a small fee, say 6d. a week, were charged, the net cost to the rates per head per annum (allowing for twenty-five per cent. of free school places, and counting the school year as forty-four weeks) would be, provided the higher grants were earned, from about £3 15s. 0d. upwards.

The cost of maintaining the preparatory class at the pupil teacher centre would probably be (again apart from cost of site, buildings, and equipment) about £9 per head. The Government grant is at present only £4. The annual cost of maintaining (apart from site, buildings, and equipment) the pupil teacher centre would be about £10 per head. The Government grant towards this is £7 per head.

I would suggest that the higher elementary school and pupil teacher centre should form one group of buildings, so that the two institutions might share common laboratories and school library.

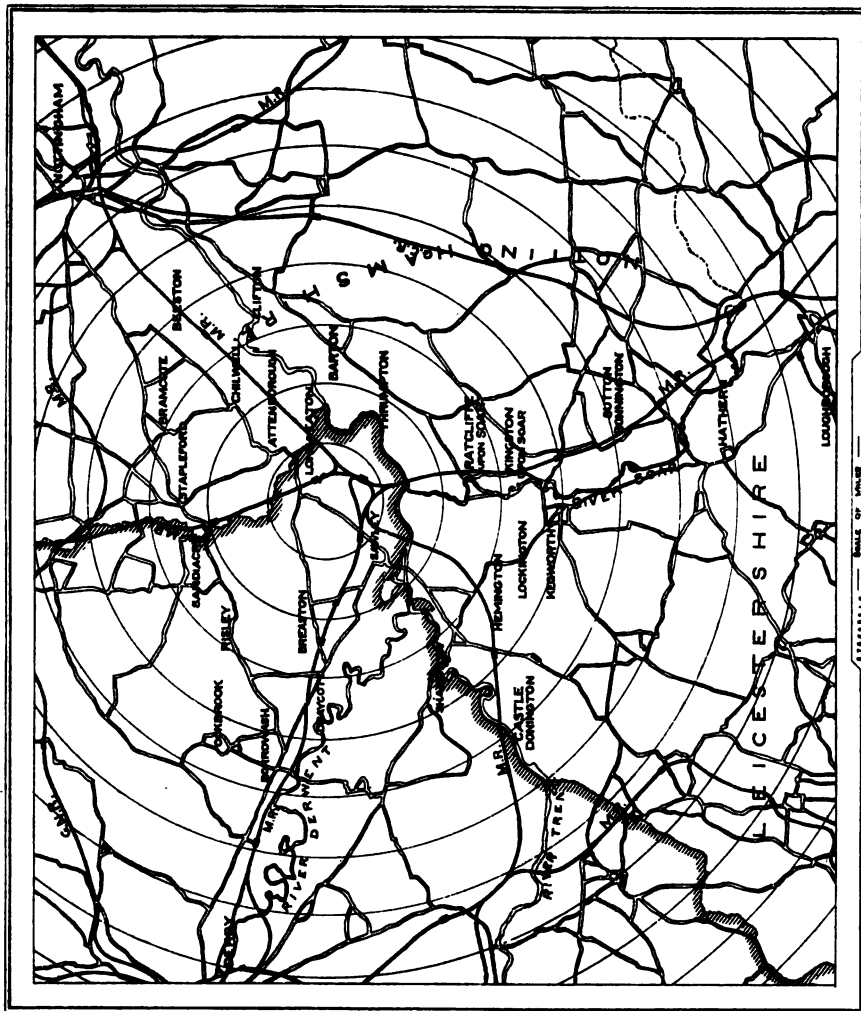
I owe to the kindness of Mr. Clegg the map which faces this page of the district which would be served by such a school and pupil teacher centre as are described above.

On page 104 are statistics showing the towns and villages which might be served by the school; their population; their distance from Long Eaton by road; their railway station; the railway fare to Long Eaton, Trent, or Sawley Junction; the names of the schools; the kind of departments; the number of scholars in Standards V., VI., VII., and ex-VII.; the number of scholars between twelve and thirteen, thirteen and fourteen, fourteen and fifteen; the number of pupil teachers at present at work; and the industries of the place.

If pupils from districts outside the Derbyshire County administrative area were to avail themselves of the educational opportunities provided by such a higher grade school and pupil

ENVIRONS OF LONG EATON.

The shaded line shows County Boundary.



teacher centre as I have proposed, it would seem reasonable that the Education Committees of the other counties concerned should be approached with a view to their paying in respect of such pupils a composition grant representing the real cost of providing the education so given to the number of children normally coming from the respective outside areas.

104 REPORT ON SECONDARY AND HIGHER EDUCATION.

| TOWN OR VILLAGE. | Popu- lation. | Dis- tance in miles from Long Eaton by road. | RAILWAY STATION. | Railway Fare to Long Eaton, Trent or Sawley Junct. | Name of School. | Depart- ment. | Number of Scholars in Standard | | | | | Number of Scholars between P.T.s | | | | | INDUSTRIES. |
|---------------------|---|--|---------------------|--|--|----------------------------|--------------------------------------|-----|------|-------|-----|---|-----|------|--|--|-------------|
| | | | | | | | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | | | |
| DERBYSHIRE— | | | | | | | | | | | | | | | | | |
| Long Eaton | 15,000 | — | Long Eaton | — | All Schools | { Boys { Girls { Mxd | 232 | 167 | 58 | 10 | 224 | 149 | 17 | 27 | { Lace. { Wagon building. | | |
| Sawley | 1,750 | 2 | Sawley Jct. | — | National | M | 18 | 16 | 8 | — | 18 | 13 | 2 | 2 | { Wagon sheet making. | | |
| " | " | " | " | — | Baptist | M | 17 | 13 | 13 | 1 | 13 | 21 | 1 | 2 | { Lace. Agriculture. | | |
| Breaston | 1,000 | 2½ | Sawley | S. J. 1d. | Infant Department only. Risley or Draycott. | | | | | | | | | | { Lace. Agriculture. | | |
| Draycott | 1,500 | 3½ | Draycott | S. J. 2d. | Council | M | 30 | 15 | 9 | 2 | 23 | 16 | 2 | 2 | Lace. Motors. Agric. | | |
| Sandiacre | 3,000 | 3 | Sandiacre | L. E. 1½d. | Council | { B { G { M | 30 | 20 | 6 | — | 26 | 8 | 1 | — | { Lace. Cycles. { Railway wagons. | | |
| Risley | 270 | 3 | " | " | Lower Grammar | M | 8 | 1 | 1 | — | 15 | 2 | — | 1 | { Dairy farming. { Joinery. Brewing | | |
| Shardlow | { Including Donington Willes 1,000 | 4½ | Castle Donington | T. 4d. | Parish | M | 20 | 3 | 2 | 1 | 14 | 13 | 1 | — | Market gardening. | | |
| NOTTINGHAMSHIRE— | | | | | | | | | | | | | | | | | |
| Stapleford | 8,000 | 3 | Stapleford | L. E. 1½d. | Council | { B { G { M | 53 | 27 | 10 | — | 39 | 24 | 6 | 3 | { Lace. Ironworks. { Coal mining. | | |
| " | " | " | " | " | National | M | 45 | 25 | 9 | — | 42 | 29 | 3 | 2 | { Railway. { Lace. Market garden- ing. | | |
| Chilwell | 1,000 | 3 | Attenboro' | L. E. 2d. | Council | M | 16 | 14 | 2 | — | 15 | 7 | 1 | 1 | Mining. Agriculture. | | |
| Bramcote | 760 | 4 | Stapleford | L. E. 1½d. | National | M | 7 | 9 | 1 | — | 16 | 2 | — | — | Agriculture. | | |
| Kingston-on-Soar .. | 230 | 6½ | Kegworth | T. 3½d. | Lady Belper's National | M | 6 | 3 | — | — | 3 | 4 | — | — | " | | |
| Barton-in-Fabis .. | 280 | 2½ | Long Eaton | — | Lady Byron's | M | 13 | 1 | 2 | — | 3 | 5 | — | 1 | " | | |
| Thrumpton | 170 | 2 | " | — | | M | 4 | — | — | — | 3 | 4 | — | — | " | | |
| LEICESTERSHIRE— | | | | | | | | | | | | | | | | | |
| Castle Donington .. | 2,700 | 5 | C. Donington | T. 4d. | Wesleyan | M | 25 | 15 | 15 | 3 | 15 | 19 | 1 | 2 | { Market gardening. { Basket making. Agric. | | |
| " | " | " | " | " | National | M | 38 | 28 | 10 | 4 | 32 | 20 | 3 | 3 | { Lace. Hosiery. Agriculture. | | |
| Hemington | 400 | 4 | " | " | Council | M | 6 | — | — | — | 12 | 1 | — | — | | | |

XVI.—MATLOCK.

The case of Matlock presents considerable difficulties. Its most pressing educational needs will be best met either by the addition of supplementary classes to one of the existing elementary schools or by the development of one of those schools into a higher grade elementary school on the lines suggested for Long Eaton, Ilkeston, Belper, and other centres in the County. If Matlock stood alone, it might be expedient to make it a centre for secondary education. In that case, I should have suggested, not a co-educational school, but a dual school, with a boys' division under a headmaster and a girls' division under a headmistress, and with a common gymnasium and possibly common laboratories for the two divisions of the school. But the Lady Manners School at Bakewell is within easy reach of Matlock. At the time of my inquiry, 55 pupils (27 boys and 28 girls) were attending the Bakewell school from the Matlock district. Those numbers are not in themselves sufficient to warrant at present the establishment of a new secondary school in Matlock, while their withdrawal from the Bakewell school (if, as seems wise on other grounds, that school is rebuilt on a new site near the station) would seriously weaken it. The prudent and economical policy will be to have a comparatively small number of really efficient secondary schools, rather than to establish a number of virtually competing schools in the same area. And in view of the work which it has successfully done for nearly ten years in the teeth of considerable difficulties, the Lady Manners School has a stronger claim on the support of the County Council than can at present be put forward on behalf of Matlock. Moreover, there is need for a new public secondary school for girls further down the line at a point convenient of access from Belper and Wirksworth. To meet this need, I have suggested the establishment of a new school at Duffield. This, again, would lessen the need for a girls' secondary school at Matlock, as the Duffield school would be within half an hour by train from Cromford Station, and would be more convenient for girls from Belper than a school at Matlock, while the latter would be practically out of reach for girls from Wirksworth. In these circumstances, I have been led, though with considerable regret, to the conclusion that it is not expedient at the present time to propose the establishment of a dual public secondary school at Matlock, and I believe that the provision of supplementary classes or

of a higher grade elementary school, as proposed above, will best meet the needs of a considerable number of Matlock children who require something between the present elementary education and that which would be furnished by a public secondary school.

XVII.—NEW MILLS.

The Secondary and Technical School at New Mills is the outcome of the sustained efforts, extending over many years, of a few strong believers in education, among whom specially honourable mention should be made of Mr. Godward. The industries of New Mills are cotton spinning, engineering, paper making, and bleaching. There are also two large calico printing works in the immediate neighbourhood. Thus, the town is of an almost entirely industrial character. The occupations of the inhabitants call for improved elementary education, together with a school which would carry forward the work of its pupils up to about fifteen years of age with a curriculum planned to fit them to become efficient workpeople, good citizens, careful housewives, and intelligent heads of families. The educational movement, of which the New Mills Secondary and Technical School is the outcome, began in 1852 with the establishment of a People's Institute for adults. Evening classes were organised in 1860. After the establishment of the School Board in 1875, the work of the evening classes, which had been steadily successful, received further development. In 1888 the present school was opened as an Organised Science School, on the advice and under the direction of the Science and Art Department. In 1892 it was affiliated with the Derbyshire Technical Education Committee as a District Technical School. In 1894 and 1898 the buildings were enlarged in order to meet the requirements of the Science and Art Department. In 1902 the school became a Secondary Day School under the Board of Education. Throughout this period of years the Committee have resolutely pursued their aim of meeting the educational requirements of the industrial community of New Mills. The labours of the headmaster, Mr. Nichols, who is a zealous teacher, have much helped to strengthen the hold which the school possesses upon the community. Several students of considerable promise have passed on from the school to places of University instruction.

The critical point in the working of the school has, however, now been reached. The new regulations issued by the Board of Education for the conduct of secondary schools define a secondary school as one which offers to each of its scholars a general education up to and beyond the age of sixteen. Comparatively few, however, of the pupils at the New Mills school can afford to stay at school till they are sixteen, and yet it is expedient that their educational needs should continue to be met. Moreover, a large number of the children at New Mills require a course of instruction specially planned to fit them for industrial work. A secondary school offering a curriculum leading up to a professional life would be ill adapted to their needs.

The New Mills Secondary and Technical School is under the same roof as a large Council School. Both schools are under the same headmaster, Mr. Nichols. One wing of the building is devoted to the purposes of the elementary school, and there are doors through from one school to the other. The institution is in reality an elementary school with a higher elementary top. Girls and boys are educated together. The pupils from the elementary and the secondary schools use the same playground, which is gravelled, and very unsuitable for many organised school games. The close communication between the present secondary school and the elementary school has the result of causing many boys to come up to the secondary school who would never have done so had the two schools not been under the same roof and the same headmaster. The latter is also able to modify the curriculum in the upper part of the elementary school in order to prepare the pupils for the work in the secondary school.

It may be well if, at this point, I anticipate my general conclusion so far as to say that, after careful inquiry into the circumstances of the case, I believe New Mills to need not a secondary school in the strict sense of the term, but a well-planned higher grade elementary school with a pupil teacher centre and preparatory class attached.

In February, 1904, there were in the school fifty-seven pupils (twenty-nine boys, twenty-eight girls). All were day pupils. Five came from outside Derbyshire. Only one was over sixteen years of age. More than four-fifths of the pupils were under fifteen. The average age at entrance is twelve and a half years; the minimum, save in special cases, is twelve. Ninety-five per cent. of the pupils have received their previous education in public elementary schools. Nearly half the boys,

on leaving school, take up engineering or other apprenticeships. The other half of the boys enter the mills, with the exception of a small number who become clerks or go on to technical schools or places of higher education. About one pupil a year goes on to the University. A large proportion of the girls become teachers in elementary schools.

Thirty-two scholarships tenable by children from elementary schools are held at the school. Thirty of these are given by the County Education Committee, one by the Co-operative Society, and one by Mr. Godward. The school fees are ninepence a week. The school is at present recognised by the Board of Education as a secondary day school. Till the recent change in the Board's regulations it was included in Division A. In 1903 the grant earned from the Board of Education was £309 6s. 7d. on fifty-seven pupils. The school used to receive capitation grants, etc., from the Derbyshire County Council, but is now under its direct control. The school is inspected by the Board of Education. It contains two class rooms, a library, two chemical laboratories, a physical laboratory, a manual training room, an art room, a cookery room, a balance room, a preparation and store room for the teacher of chemistry, and a room for experimental dyeing used by evening students. There is no gymnasium and no music room. The staff consists of the headmaster and two assistants, one of the latter being the headmaster's daughter. There are also three visiting teachers. Special efforts have been made to develop the teaching of chemistry, geometry, and art. The science teaching is the same for both boys and girls, the latter also taking cookery and needle work. At one time elementary biology was taught to the girls, but, to the regret of the headmaster, the subject had to be abandoned owing to his inability to provide a laboratory. Nature study ought to play an important part in the girls' class.

The school has grown up to meet the real needs of the district, and its present measure of success is a proof of the public spirit of its promoters. It is not, however, a secondary school in the strict sense of the term. In method, equipment, and tone, it is a higher grade elementary school with a slight secondary tinge.

The difficulties with which the school has had to contend are as follows:—

(1) The inadequate preparation of many of the candidates who seek admission to the school, and the great differences in the standard of attainment in the case of scholars coming

from different elementary schools. It is satisfactory to hear that the headmasters of the neighbouring elementary schools are now showing greater readiness than heretofore in sending on their best pupils to the school.

(2) Inadequate staffing in view of the wide range of work which the pupils undertake.

Instruction of Pupil Teachers.

At first sight it might seem unnecessary to propose to establish a pupil teacher centre both at New Mills and Buxton, but my inquiries have led me to the conclusion that the two places are so different in the prevailing occupations of their inhabitants that a joint pupil teacher centre for New Mills and Buxton would be unsuccessful. There seems good reason for believing that a pupil teacher centre at New Mills will meet a real need and secure a good attendance.

Recommendations.

(1) In view of the special circumstances of the case, I would suggest to the Committee the desirability of organising the present secondary and technical school at New Mills as a higher grade elementary school in the present buildings. In planning the curriculum, great care should be taken to provide a good and liberal training in English and cognate subjects, as well as in science. The pupils should enter when they reach the sixth standard in the elementary schools*; ill-prepared children should not be admitted. The classes should be small. The pupils should first pass through a general course, extending over two years. This course should include—(1) careful training in powers of expression through the mother tongue; (2) sound teaching in geography on modern lines, beginning with the home district; and (3) stimulating teaching of the lives of some great men and women of their own and other countries, with a view to inspiring the children with high ideals of life. No pains should be spared to cultivate a love of good literature; (4) elementary mathematics (arithmetic, algebra, and geometry); (5) nature study and elementary practical physics; (6) drawing and handicraft exercises; (7) class singing; (8) drill and physical exercises. Except for boys intending to take the industrial course, outlined below, the course should also include French, taught on the best modern

* See pp. 12-22.

methods, *i.e.*, as far as possible in the language itself, but with careful regard for grammatical accuracy. Boys intending to take the industrial course would have additional manual training instead of French.

At the end of the general course the curriculum should branch into three divisions. The first division should be a continuation of the general course above mentioned, and would be specially suitable for girls or boys intending to become teachers. The second division should be of a more industrial character, designed to meet the needs of boys intending to enter engineering works or to find employment in the mills; boys in this division should continue to receive much careful instruction in English subjects, and especially in matters bearing upon the duties of citizenship. This industrial course should lay stress upon applied geometry and applied arithmetic, and a good deal of time should be given to wood work and iron work and to drawing.

The third division would be a household management course for girls. The aim of this course would be to give the girls an intelligent practical knowledge of the main branches of housewifery. Special stress should be laid on hygiene, especially in its application to the health of the home. The course should include well-planned lessons in cookery, laundry work, and needle work (including mending, darning, and cutting out), the care of rooms, marketing, and the keeping of household accounts. The course, however, should include a good number of lessons in English literature, history, and geography, as well as in arithmetic.

All the above-mentioned three courses should contain as an indispensable element a course of instruction in the laws of health. All the pupils in the school should also receive carefully graded physical training.

A lady should be added to the staff to take special charge of the girls in the school. It is important that the lady chosen for this purpose should have received her education at a good secondary school.

(2) I would suggest that a pupil teacher centre should be established at New Mills in organic connexion with the higher grade elementary school. In order to fill the gap between the end of the higher elementary course at fifteen and the beginning of the pupil teachers' course at sixteen, there should be in the same building a preparatory class, which would form the link between the higher elementary school and the pupil teacher centre.

(3) A dining-room should be provided where pupils from a distance could get their dinner in comfort.

(4) The whole school should be re-decorated and made more attractive by some well chosen pictures.

(5) The library, of which a good beginning has been made, should be improved.

(6) New offices and lavatories should be provided for the pupil teacher centre and preparatory class.

(7) A playing field should be rented for organised games. I realise, however, that the hilly character of the district may make it difficult to find a piece of suitable ground.

(8) The staff of the school should be strengthened.

If these changes are made, I believe that, under the care of the present headmaster, Mr. Nichols, and with the continued support of the residents in New Mills, the re-organised school, with its added pupil teacher centre, will have before it a bright future of increased usefulness.

The evening classes at these schools should be encouraged; they well meet a local need. It is to be hoped that the local employers of labour will do all in their power to encourage their workpeople to attend these evening classes.

XVIII.—RIPLEY.

Boys and girls requiring a good higher grade elementary education could conveniently go from Ripley to Heanor, the train service being suitable for the purpose. The improvement in the school at Heanor will be a benefit to the Ripley children. There is a strong Ripley contingent in the Heanor School already, and this will probably increase. Boys and girls intending to become pupil teachers would go from Ripley to the school at Heanor, take the general course, the preparatory class, and attend the pupil teacher centre.

XIX.—RISLEY.

The Risley Endowed School, commonly called the "Risley Grammar School" or "Risley Latin School," was founded in 1583, enlarged and further endowed in 1718, and reconstituted by a scheme of the Court of Chancery, 1867, which was recently varied by the Charity Commissioners. There are two separate school buildings, one for the Latin and the other for the English

school. The schools now used are the buildings erected in 1718. Risley is one and a half miles from Sandiacre Station. In February, 1904, there were sixteen boys in the school. All were day pupils, and three of them lived outside the Derbyshire area. By the scheme, pupils can enter when they are able to read and write, and when they have some acquaintance with the first four rules of arithmetic. Of those at present in the school, the minimum age at entrance was eight years and one month; the average, eleven and a half years. Only one boy was over fifteen years of age. Half the school was between thirteen and fourteen. Two boys had completed nine terms in the school. The majority of the pupils, however, had only completed four terms. The endowments of the school are derived from land and farmsteads in Leicestershire and Derbyshire, with a gross rental of £358 per annum. Of this sum, certain portions are paid to the Rector of Risley, to the poor of Risley, and in tithe. The headmaster receives in salary £150 a year. The pension of the retired headmistress is £30.* The rest is devoted to payment of various expenses connected with the Latin and English School—repairs to the school buildings, interest on loans at the bank and from the Charity Commissioners, repairs to farm premises, etc. The headmaster of the school is the Rev. C. W. Groves, M.A., of Sidney Sussex College, Cambridge, twenty-sixth wrangler in 1864. He has been headmaster of the school for twenty-seven years. He has no assistance. He teaches all the subjects in the school. The number of hours per week in which he is engaged in teaching are twenty-three and a half. In addition to the income named above, he has house, garden, and field.

The school was intended to be a free school for children and youths from the parishes of Risley, Breaston, Sandiacre, Dale Abbey, Stanton-next-Dale, Wilsthorpe, Draycott, Little Wilne, and Hopwell. The buildings have been good, but are now quite unsuited to school purposes. The English school, which is now entirely an elementary school for the parishes named, has an excellent playing field. The pupils in both schools are for the most part the children of small farmers, mechanics or labourers. The pupils from the nine parishes are free: those who enjoy this privilege are spoken of as being

* The Girls' School was given up eight years ago. The lady who was its teacher had been forty-five years in its service. She was the daughter of a former master of the Latin School. She lives in two rooms which are partitioned off from the Latin School. In the lower of these two rooms, whilst she was mistress, she had at one time as many as seventy children.

"on freedom." The fee for outsiders is £4 per annum. Extra fees are authorised as follows: French, two guineas per annum; drawing, two guineas per annum. These extra fees belong to the headmaster, but he has for many years remitted them to a certain number of pupils by way of scholarships. There are no laboratories, no gymnasium, no music room. There is a playing field, but it does not belong to the Trust. The school consists of one room. The desks of the original structure consist of pews round the walls. The boys sit at a long table, instead of in the pews. In the middle of the pews on one side of the building there is an old pulpit-like desk. The floor is paved with wooden bricks, which are in places broken and dilapidated. The panels in some of the pews have been broken or destroyed. The boys' offices are in a dilapidated state. The house occupied by the headmaster of the Latin school is a beautiful and famous example of Queen Anne architecture. The school is classified in four forms. Latin is the basis of classification, but French is taken every day. A little science is taught, but the apparatus for experiments is of a primitive description.

For the last twelve years the average number of boys in the school has been about ten. There is not a single boy from Risley in the Latin school at present.

Recommendations.

In present circumstances, this school is playing no effective part in the supply of secondary education in the County. It is interesting as a survival of an earlier order of things. The present headmaster is sixty-five years of age, and the time would appear to have come when he should be enabled to retire from his labours on a pension proportionate to his length of service. Risley is not a suitable centre for the establishment of a secondary or higher grade school. When opportunity offers, the educational interests of the parishes for the benefit of which the endowment exists would, I think, be best served by closing the school, disposing of the premises, and devoting the income to scholarships and maintenance allowances which would enable the children of residents in the nine parishes named in the scheme to obtain secondary or higher elementary education elsewhere.

XX.—STAVELEY.

NETHERTHORPE GRAMMAR SCHOOL.

The Netherthorpe Grammar School at Staveley is an old grammar school founded in 1572, now carried on under a scheme of the Charity Commissioners dated 1894. The endowments amount to £100 per annum, out of which, after paying for scholarships and meeting other claims, only about £12 a year remains for maintenance. The buildings consist of the very picturesque old grammar school and a large addition, which is commodious and well planned. The school is co-educational. In February, 1904, it contained a hundred and one pupils—sixty-seven boys, thirty-four girls. The school would accommodate a hundred and twenty. There was one boarder, who came from outside the Derbyshire area. The average age of the pupils at entrance is ten years and ten months; the minimum age, eight. All the pupils had received their previous education in public elementary schools. Of the pupils who left the school in the years 1901, 1902, and 1903, thirty per cent. went into retail trade; twenty-eight per cent. went into merchants' offices; twenty-three per cent. became pupil teachers; three per cent. went on to technical schools; three per cent. became articled clerks; three per cent. entered banks or insurance offices; three per cent. took up engineering or other apprenticeships; two per cent. became farmers. The subsequent occupations of five per cent. are not known. Out of a hundred and one pupils, only ten were over fifteen years of age. Nearly seven-tenths of the pupils were between twelve and fifteen.

Until the recent change in the Board of Education's Regulations for Secondary Schools, the Netherthorpe Grammar School was included in Division A. In 1903 it earned a grant of £276 on fifty-four pupils presented for inspection. The change in the calculation of grant will injuriously affect the financial position of the school. The fees for day pupils are £5 per annum; and for boarders (of whom, in February, 1904, there was only one) £40. The school is inspected annually by the Board of Education. There is no gymnasium and no music room. Close to the school there is a good playing field, which is rented at £8 a year from the Duke of Devonshire. The staff consists of the headmaster, Mr. Miall Spencer, with four assistants exclusively attached to the school, and two visiting teachers. Seven foundation scholarships are offered to pupils from elementary schools in the parish. These cover the cost

of tuition and books. Twenty Derbyshire County Council minor scholarships are held in the school.

The curriculum of the school is chiefly based on mathematics and science. The whole of the science teaching is done at the bench, lecture work being reduced to a minimum. In the course of the instruction, importance is attached to mental training rather than to the acquisition of facts. The general aim of the school is to provide a sound education for pupils who will have to make their way in life; and who are not likely to follow a professional career. In the teaching of English, time is given to reading aloud from historical novels. In the teaching of geography, great use has been made of the stereoscope and also of illustrated books on travel. The masters join in the school games, and there are annual athletic sports.

I am clear that the headmaster, Mr. Spencer, and his colleagues are doing an excellent work in this school. At the time of my visit to Netherthorpe, I had the advantage of consulting the Chairman of the Governing Body, the Rev. Canon Molineux, of Staveley, and all that I heard confirmed the view that the school has met a real need in the district.

The difficulties with which the school has to contend are: (1) The late age at which some of the pupils enter; (2) the early age at which most of them leave; and (3) want of funds and consequent difficulty in obtaining a sufficient supply of qualified assistant teachers.

This school will certainly be unable to conform to the requirement, if pressed, that all the pupils should stay till they are sixteen years of age. Considering the position in life which most of them are likely to hold, and the careers to which they are looking forward, it would be doubtfully wise to exact as a general rule a much higher leaving age than is at present usual. Everything, therefore, points in the direction of this being regarded rather in the light of a higher grade elementary school than of a secondary school. But the existence of the endowment forbids a proposal that it should be converted into a school under the Higher Elementary School Minute. It seems reasonable, therefore, that the school should be left in an intermediate position between a secondary school proper and a higher grade elementary school. If at some future time the Board of Education should give a recognised place to this type of school, the County Education Committee would be able to avail themselves of whatever new regulations might be issued.

In the area immediately surrounding the school about twenty pupil teachers will be required annually. This seems an excellent place at which to establish a pupil teacher centre. The latter might well be placed in organic connexion with the Grammar School, and entrusted to the care of the present headmaster.

Recommendations.

(1) The staff of assistant teachers in this school ought to be strengthened, especially with a view to giving more time to English subjects. (2) There should be provided a good-sized room, in which the pupils from a distance can have their dinners. This dining room might be used on wet days as a play room. (3) For the purpose of the pupil teacher centre, two more class rooms would need to be built. (4) Scholarships with bursaries are needed to carry on boys from this school to the Technical School at Sheffield. At present the boys are brought up to a certain point, and then the road of educational opportunity is closed to them. The result is that some boys become clerks who might, in other circumstances, devote themselves to an industrial career.

XXI.—SUDBURY.

Sudbury would be a convenient centre at which to provide, for the benefit of the surrounding agricultural district, supplementary classes on the lines proposed for Brailsford. (See p. 53.) The value of such supplementary classes has been proved in Scotland.

XXII.—SWADLINCOTE, CHURCH GRESLEY, WOODVILLE, AND
NEWHALL.

This district, lying in the extreme south of the County where Derbyshire thrusts itself out into a wedge between Staffordshire and Leicestershire, presents an educational problem of urgent importance, but happily one which admits of a satisfactory solution. The area in question lies between Burton-on-Trent and Ashby-de-la-Zouch. Its most populous part is a crescent-shaped industrial region, belted on the north and south

by an agricultural district. This region is intersected by a railway, which, by means of a further loop line, taps the central part of the area. Across it there will also run an electric tram line, the course of which will be roughly T-shaped, the extremities touching Castle Gresley, Burton, and Ashby-de-la-Zouch. The point of junction will be Swadlincote, which, in regard to facilities for locomotion and intercommunication, may fairly be regarded as the centre of the district. The economic activities of the region comprise coal mining, iron working, brick making, and the manufacture of pottery and earthenware, especially for sanitary purposes. The population is predominantly industrial.

At the time of my inquiry, there was absolutely no public provision in the whole of this district by means of which boys or girls could obtain, in the immediate neighbourhood of their own homes, any educational opportunities beyond those provided in Standards VI. and VII. of the elementary schools, taught together. In no school, I was informed, was Standard VII. taught separately. The result of this is that great numbers of pupils who might otherwise remain longer at school, are removed when they have passed through Standard VI., because parents naturally conclude that no more advanced instruction will be provided. This fact explains the small number of children in Standard VII.

The table on page 118, which I owe to the kindness of Mr. Tunncliffe, headmaster of the Newhall Council School, gives in summary form the names of the public elementary schools in the area under review; the number of the pupils on the rolls in Standards V.-VII.; the number of pupils on the rolls between twelve and fifteen; the number of pupil teachers working in the schools; the number of those intending to become pupil teachers; and the distance of each school from Swadlincote. Omitting Coton-in-the-Elms, Netherseal, and Rosliston as perhaps too far away from Swadlincote, which has been mentioned as the convenient centre for the district, we reach the following totals as regards the remaining fifteen schools in question:—

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|---|-----|
| Number of pupils on rolls in Standard V. | 597 |
| „ „ „ VI. | 255 |
| „ „ „ VII. | 72 |

HER EDUCATION.

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|---|-----|
| Number of pupils on rolls between 12 and 13... .. | 461 |
| " " " 13 " 14... .. | 150 |
| " " " 14 " 15... .. | 23 |
| Number of pupil teachers now at work | 50 |
| Number of present pupils intending to become pupil teachers | 34 |

So far as secondary education is concerned, there are within reach by train—(1) for boys, the Grammar Schools at Burton-on-Trent and at Ashby-de-la-Zouch; and (2) for girls, the High School at Burton-on-Trent and the High School at Ashby-de-la-Zouch. Assuming that the authorities of these schools will continue to be willing to receive adequately-prepared pupils from the district now under review, it will be unnecessary for the Derbyshire County Education Committee to establish on their own account a secondary school at Swadlincote.

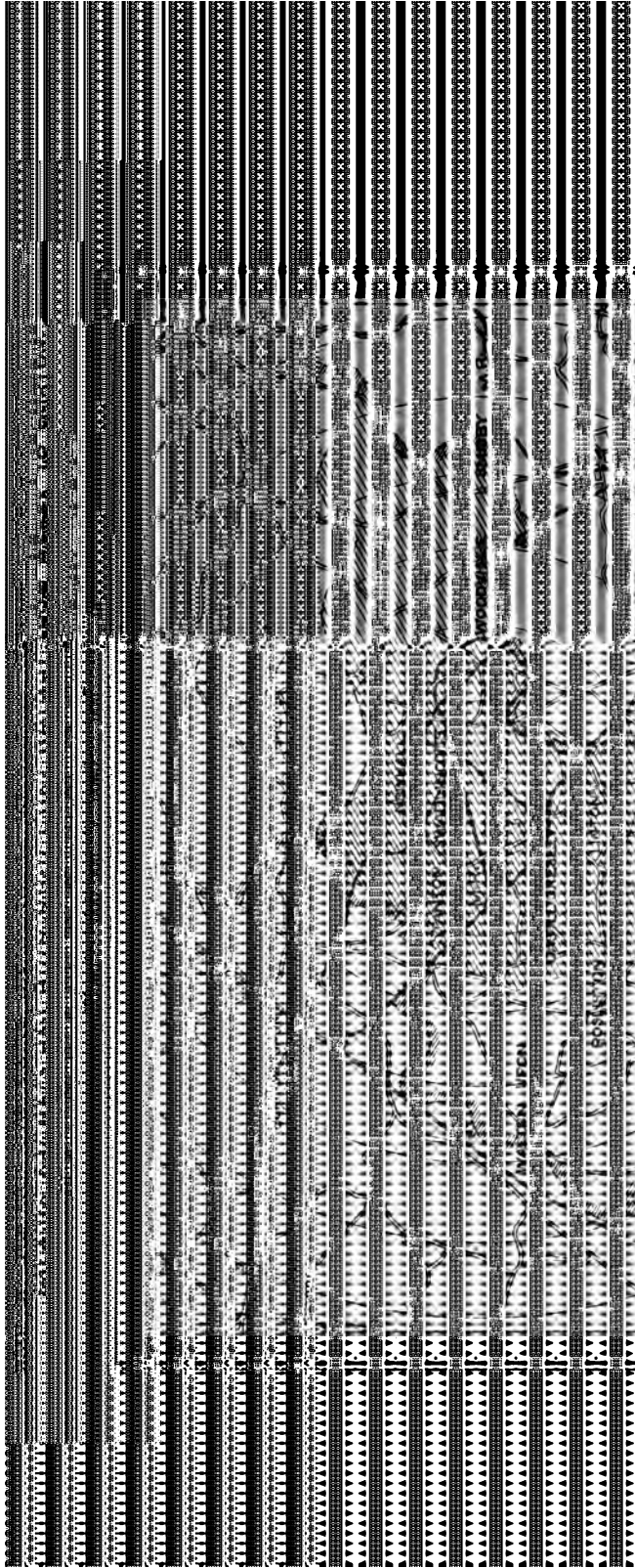
But there is urgent need to provide for the region which includes Swadlincote, Church Gresley, Woodville, Newhall, etc., further educational facilities of a kind appropriate to the economic and social needs of the population and within easy reach of their own homes. In arriving at a judgment upon this pressing problem, I had the advantage of receiving valuable information and advice from a number of residents in the locality, among whom I desire especially to mention Councillor T. Stacey, of Swadlincote; Councillor Lishman, of Bretby; Mr. Hanson, headmaster of Hastings Road Council School, Church Gresley; Mr. W. Cousins, headmaster of the Wesleyan School, Woodville; Mr. Johnson, headmaster of the Council School, Swadlincote; Miss Fox, of the same school; and Mr. Tunnicliffe, of Newhall Council School, who has been so good as to prepare for me the map of the district which faces page 120.

The population of the district concerned is about thirty thousand. It needs to have much better educational facilities than it at present enjoys. The more promising children of the neighbourhood do not at present get a fair chance as compared with others born in many similar districts elsewhere.

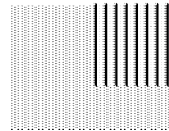
Hundreds of parents, rightly anxious on behalf of their children's future, would welcome educational improvements in the neighbourhood, and would greatly value the benefits which, if those improvements were planned upon appropriate lines, would certainly result from them. Boys of "grit" and natural ability would gain the training and knowledge which would help them to succeed in life and to improve both their own position and the collective welfare of the neighbourhood. The manufacturers of the district, on their part, would find it advantageous to have at their command, for responsible and difficult tasks in different lines of industry, the trained ability which a good higher grade school would foster. The social welfare of the district would be enhanced. A higher standard of comfort and of managing skill would establish itself in the homes of the people. The bright girls of the district would find new careers opening out before them. The public elementary schools of the County would gain by the intelligence of the teachers, who would receive their early training here. The whole neighbourhood would obtain increased economic buoyancy, with the moral and material advantages which such buoyancy brings in its train.

I would, therefore, recommend that a first-rate higher elementary school should be established in the district, and would suggest that the general convenience would be best met by placing it at Swadlincote. In order to show the aim of the school, and to indicate its relation to the whole district, it might be called the Swadlincote, Church Gresley, and Woodville Higher Grade School. It should keep itself in close touch with the real needs of the people. Its usefulness and success would largely depend upon its carrying with it the popular interest and sympathy of the whole neighbourhood. It should be such that the inhabitants of the locality would take a legitimate pride in it. It should be in attractive buildings, well staffed, organised in small classes, so that each pupil could receive individual care, and furnished with a playing field, in which could be played the organised school games that improve the physique, train habits of quick resource and of friendly co-operation, and foster *esprit de corps*. It should stand out in the public eye as one of the chief institutions of the district, and as the most important centre of its educational work.

Attached to it should be a pupil teacher centre for boys and girls, with a preparatory class, so as to bridge over the gap between the end of the higher grade course at fifteen and



SCALE OF MILES



the beginning of the pupil teacher course at sixteen. The district will probably require about twenty-five pupil teachers a year. In the pupil teacher centre there would thus be, at any one time, seventy-five pupils (twenty-five in the preparatory class, and fifty in the pupil teacher course). About sixty of the whole number would probably be girls.

In connexion with the higher grade school there should be a great development of evening classes in this important district. There should be science classes, a mining class, and an art class at Swadlincote, science classes at Newhall, an art class at Gresley, and other classes as might be found expedient according to the demands of the students. And I would venture to urge that, in order to lead up to the work of the higher grade school (to which pupils would be admitted at about eleven years of age for a course extending over four years), the other public elementary schools of the district should be improved by reduction in the size of classes, by liberal staffing, by careful attention to the infant schools, by the educational adjustment of the work of the infant schools to that of the standards immediately above them, by the general introduction of manual training, and by a strong effort to secure good teaching of drawing, by brush and pencil, and of design. By means of these improvements the intelligence of the children will be more effectively developed; individual promise will find scope and notice; the industries of the district will gain; and the higher grade school will be fed by a continuous supply of well prepared and intelligent pupils ready to seize upon their new educational opportunities, and certain, as years go on, to do credit to the whole neighbourhood.

The higher grade school curriculum should begin with a general course extending over two years,* and comprising good teaching in (1) English, in order to train the powers of expression, to cultivate a love of good literature, to teach the children pride in their country's history, and to inspire them with a desire to serve their generation; (2) geography, which would have begun with a study of the home district, as being most familiar to the children, and elementary practical physics; (3) history; (4) elementary mathematics, including arithmetic, algebra and geometry; (5) drawing and handicraft exercises; (6) class singing; and (7) physical exercises.

Above the general course the curriculum should branch out into three divisions. Of these, one should carry forward

* See pp. 12-22.

the general course to a higher point, including in it good teaching of the laws of health and lessons in citizenship. This division would be especially useful for those intending to become teachers or to seek employment in offices. The second division should be an industrial course for boys intending to go to the works or into similar occupations. In this there should be a strong general element of liberalising education (English language and literature, history and geography and singing), but special stress should be laid upon applied geometry, applied arithmetic, drawing, and manual training (wood work and iron work), by means of which the boy would learn the use of tools and be exercised in producing objects from working drawings. Hand and eye should be well trained, and the sense of civic duty developed. The third division should be a household management course in which girls would learn (without failing to continue a due measure of their general education) cookery, laundry work, needle work (including mending, darning, and cutting out), the care of rooms, the choice of foods, the laws of health, and the keeping of household accounts. All three courses should include carefully graded physical exercises.

I would suggest that the buildings devoted to the purposes of the higher grade school and pupil teacher centre might economically be so planned as to enable one laboratory and school library to be used for the whole group of institutions. The girls in the preparatory class and pupil teacher centre should be under the special charge of a lady, as it is important to secure for them womanly care at this critical period of their lives.

I estimate that (site, buildings, and equipment apart) the cost of maintaining in due efficiency such a higher grade school such as is described above would be from £8 to £10 per head per annum. The average grant (inclusive of fee grant) payable under the present Higher Elementary School Minute of the Board of Education is from £3 os. 6d. to £3 9s. 3d. for every scholar going through the four years' course. If the permission of the Board of Education were obtained, a small fee of, say, 6d. a week might be charged. Allowing for twenty-five per cent. free school places, and reckoning the school year at forty-four weeks, this would reduce the cost to the rates by 16s. 6d. per head per annum. Provided the higher grants were earned, the net cost to the rates, therefore, over and above grants and school fees, would be from about £3 15s. 0d. upwards.

The annual cost per head of maintaining the preparatory class at the pupil teacher centre would be about £9. The Government grant is £4.

The annual cost of maintaining the pupil teacher centre would be about £10 per head. Towards this the Government contribute £7 per head.

XXIII.—TIDESWELL.

Tideswell Grammar School was established in 1560. It is two and a half miles from Miller's Dale, the nearest railway station. Tideswell itself has a population of about two thousand, and is situated in a picturesque part of the Peak district. The road from Miller's Dale is exposed and bleak in winter, and therefore the school is difficult of access in cold and stormy weather to boys who come from a distance. The present income of the endowment is a little less than £200 per annum. In February, 1904, there were forty-six boys in the school, twenty-two of these being boarders. Fourteen of the latter came from outside the Administrative County of Derby. Less than one-seventh of the boys in the school were over fifteen years of age; nearly three-fifths were between twelve and fifteen. The minimum age at entrance is seven, the average about twelve. Rather more than half the pupils, including all the day boys, had received their previous education in public elementary schools. Seventeen boys hold scholarships, twelve of these being given by the Derbyshire County Council, and five being foundation scholarships from the Tideswell elementary schools. The school receives £40 per annum capitation grant from the Derbyshire County Council. It is examined yearly by an examiner appointed by the Governors. The school fees for day pupils are £4 per annum; for boarders (including tuition fees), twenty-seven guineas a year for boys under twelve; thirty guineas a year for boys over twelve. Extra fees are charged for the following subjects when taken: Greek, one guinea a term; German, £1 11s. 6d. a term; music, one guinea a term. There are small extra fees for stationery, drill, and school games. The teaching staff consists of the headmaster, Dr. Boul, with two assistants exclusively attached to the school; there is also a visiting teacher for drill. In 1903 the school earned a grant of £29 10s. od. from the Board of Education for science classes.

The Governors allow to the headmaster £30 a year, together with the grant earned from the Board of Education, to pay the salaries of the two assistant teachers. He pays each assistant £40 a year, and provides them with board. Thus, in 1903, he had to find out of his own pocket, in order to pay the assistants, board and lodging and £20 10s. od. Neither of the assistants has high qualifications; both of them have passed the London Matriculation.

On leaving the school, the majority of the boys become clerks; three or four a year take up engineering or other apprenticeships; one boy now and then goes to a technical school, or to a University, or some other place of higher education; about one boy a year goes on to another public secondary school.

Ten years ago, when the present headmaster was appointed, there were no boarders and only nine day boys. At the present time from Tideswell itself there are six boys. Five boys holding scholarships come from Buxton every day. At the time of my inquiry there were only two boys in the school younger than ten, and there was no boy over sixteen. The usual length of stay at the school is not more than two years. Only seven day boys pay any fees. The majority of the boarders, who form the financial mainstay of the school, enter at thirteen, though lately a few boys have come at a rather earlier age.

The buildings consist of two class rooms and one small chemical laboratory. There is a music room and a playing field and a poor gymnasium, which is used by boarders only. The desks in the school are old, and some of them quite inadequate. The small laboratory is used also as a class room. The buildings are not satisfactory for the use of a modern school.

The chief subject in the curriculum is mathematics. In the top form, nine-and-a-quarter hours are assigned to this subject. Latin and French only receive two hours a week each throughout the school. In the three higher forms, English language and literature, including reading, dictation, and composition, only have two hours a week assigned to them. Two hours are given to history and geography.

The difficulties with which the school has to contend are: (1) The short time during which the majority of the pupils stay in the school; (2) the remoteness of the school from the railway station; (3) the small number of boys in the immediate neighbourhood who desire an education beyond that given in

the elementary schools; (4) the very limited income of the school; (5) the antiquated character of the school building.

Recommendations.

I am afraid that the remoteness of this school from the railway forbids the hope of developing it as a modern secondary day school. In view of the numerous other claims upon the funds at the disposal of the County Education Committee, I cannot recommend anything beyond a very limited expenditure upon it, say £100 a year. The one chance for the school lies in its development as a boarding school of middle grade. The present headmaster is doing his best to extend the connexion of the school. At one time, under a former headmaster, there were eighty boarders at Tideswell; but it is unlikely that this prosperity will ever return to the school.

XXIV.—WEST HALLAM.

The Education Committee desired me to report to them upon a question which had been raised by the Trustees of Scargill's Charity, West Hallam. I had an opportunity of meeting the Vicar of West Hallam, the Rev. C. W. Birley, Mr. Canner, and Mr. Raby, the Secretary of the Trust, and of discussing with them in detail the means of so applying the monies available as best to serve the educational interests of West Hallam and neighbourhood.

After careful consideration of the points at issue, those present were, I believe, in agreement with me in thinking that the funds available (at most, £267 per annum) were not sufficient to provide an adequate nucleus for the maintenance of an efficient secondary school. Moreover, West Hallam is only six miles from Derby and three from Ilkeston, with a good train service in each direction. As a higher grade school with pupil teacher centre attached is needed at Ilkeston, it would be unnecessary to duplicate this by another school at West Hallam. I would suggest that the best course to take in the interest of boys and girls of special promise in West Hallam and neighbouring parishes will be to develop a system of scholarships tenable at secondary schools or pupil teacher centres with preparatory classes in the neighbourhood. Clauses 28 and 29 of the original scheme (No. 104, 11th July, 1877) provide that—"Exhibitions of the aggregate yearly value of not less than

£90, each being of such yearly value as the Governors think fit, and tenable for not longer than three years at the Derby Grammar School, at Trent College, or at Risley Grammar School, or at some other place of higher education approved by the Governors, shall be maintained under the foundation. They shall be competed for by boys and girls who are being, and for not less than two years have been, educated at some public elementary school in any of the said four parishes or places of West Hallam, Dale Abbey, Stanley, or Mapperley.

"No such scholarship or exhibition as aforesaid shall be awarded for which there shall be no candidate so qualified as aforesaid of sufficient merit. The money, if any, so left to be disposed of in any year shall be invested by the Governors in the name of the official Trustees of Charitable Funds for the like purpose in any future year or years."

By the amending scheme, April 26th, 1901, Clause 28 is altered as follows:—"Exhibitions of the aggregate yearly value of not less than £90, each being of a yearly value of not less than £25, and not more than £35."

I would suggest that the Governors of the Charity should seek powers to devote, when necessary, a larger annual sum, in order to enable promising boys and girls to obtain higher education at efficient neighbouring schools, and that tenure of the scholarships should be for at least four years, from twelve to sixteen, with power of extension when necessary. The exhibitions should provide not only the cost of tuition and an allowance for books, but should cover travelling expenses, and, where necessary, should provide a further allowance towards the scholar's maintenance. They would be a boon to some who were intending to become elementary school teachers. The award of the scholarships might be entrusted to the County Education Committee.

West Hallam has derived benefit from the advanced work done in the public elementary school here. It would be desirable to give the headmaster more assistance to carry forward this higher work. Furthermore, though there would be great difficulties in uniting the present national schools of West Hallam, Stanley, Dale, and Mapperley, yet if it were possible to do this, and to establish at West Hallam a larger elementary school to serve the district, it would be practicable to provide in that school a wider range of higher teaching, and to introduce a better system of classification of pupils than will be possible without such combination. Through the liberality of Sir William Macdonald, of Montreal, such unification of small

schools has been accomplished in a district of Nova Scotia, and if the difficulties in the way could be surmounted, I think that a similar concentration of effort would be beneficial at West Hallam. It would not make the education cheaper, but it would be possible to do more for the children who came to the school.

XXV.—WIRKSWORTH.

Wirksworth is a quiet, pleasantly situated market town of about three thousand eight hundred inhabitants, and is the centre of an agricultural district, once famous for its lead mines. It is thirteen miles from Derby, and the terminus of a branch line which connects with the main line of the Midland Railway at Duffield, eight-and-a-half miles away. As there is only a single line of rails, and the branch passes through a sparsely inhabited agricultural district, the train service is poor. Tape weaving and quarrying are now the chief industries of the town. Its population has been stationary for many years. The wealthy families in the neighbourhood send their boys to the great public schools. There are comparatively few middle class families in the town, and therefore the Grammar School's natural recruiting ground is small.

The Grammar School was founded about 1575 by Anthony Gell, of Hopton Hall, though Agnes Fearn had demised in 1574 certain lands towards the maintenance of a free school when one should be established. The license for a free school was granted by Letters Patent of Queen Elizabeth in 1584. In 1818 Nicholas Carlisle, in his *Endowed Grammar Schools* (Vol. I, p. 239), wrote that the school was "open to the boys of the Parish indefinitely, free of expense for the Classics, but [they] pay 10s. 6d. per quarter for English, writing, and arithmetic, and from 60 to 70 Scholars upon the Foundation usually attend. The Eton Grammars are used. . . . Previous to the year 1800, this School had been almost a Sinecure for many years." From 1815-1845 it was practically an elementary school, the headmaster having a good school for sons of county families in a large private house. These boys did not attend the Grammar School. Up to 1882 it remained little better than an elementary school, parents who wished their sons prepared for professional life sending them away from Wirksworth. The endowment of the school is £200 per annum.

In February, 1904, there were forty-three boys in the school, thirteen being boarders, and ten of these coming from outside the Administrative County of Derby. More than half the boys (twenty-six) had received their previous education in public elementary schools. The minimum age at entrance is eight years, and the average age eleven. None of the boys were over sixteen; nearly seven-eighths of them were between twelve and sixteen. Not quite an eighth had been more than seven terms in the school. Most of the day boys, on leaving school, become clerks on the Midland Railway. Speaking of the school in general, one boy every two or three years goes to a University or other place of higher education, and, though none go direct to Oxford or Cambridge, occasionally one finds his way there later on; one every two or three years enters upon an articulated clerkship; one about every two years goes into a bank or insurance office; the same is true of retail trade, engineering apprenticeships, manufactures, and agriculture. About two boys in every year become elementary school teachers.

In February, 1904, ten scholarships were held in the school, eight of these being County Council scholarships. But four out of twelve scholarships offered by the County Council were vacant, owing to the lack of qualified candidates from the elementary schools. By the scheme under which the school is conducted, ten per cent. of the places are free, these foundation scholars being elected by the Governors, and receiving free tuition, but (unlike the County Council scholars) no grants for books or railway fares.

The fees charged for day boys over twelve years of age are £6 per annum, and for those under twelve £4 10s. The fee for boarders is £45 per annum. The school is recognised by the Board of Education, and is classified in what was known, until the recent change in the Board's regulations, as Division A. In 1893 it earned £127 10s. in Government grant upon thirty-three boys. The school has also received from the County Council during the last two years a grant of £100 a year towards the salary of the science master, and £40 a year in capitation grants. The income from tuition fees is at present about £246 a year. The school is annually inspected by the Board of Education, and boys are prepared for the London University Matriculation Examination, for the Oxford University Senior and Junior Local Examinations, and for the examinations of the College of Preceptors. The headmaster tells me that candidates from the school very seldom fail in

any of these examinations; that special prizes are often gained in the Oxford Locals and in the College of Preceptors examinations; and that the College of Preceptors' report invariably concludes with the verdict "most creditable."

The staff consists of the headmaster (Mr. A. Berridge, M.A.) and four assistant teachers, two being men and the other two the headmaster's daughters. Of these, Miss G. L. Berridge, who holds the *Diplôme Supérieur* of the University of France, takes nine girls at the School House in Latin, French, mathematics, English, and drawing. There are two visiting masters for drawing and wood work.

The school building dates from 1826. It originally consisted of two large rooms, one on the ground floor and one above. Each of these has recently been divided into two. Two of these smaller rooms are used exclusively as class rooms. The third is a combined chemical and physical laboratory. The fourth is a wood work room. Both of the latter are also used as class rooms. The school is divided into six classes. There is no gymnasium and no music room. Adjoining the school is a small playground, which in itself would be quite insufficient. About three hundred yards away, however, there is a good playing field, with a beautiful view from it, and a rough cricket pitch. At one end of the field is an open brook, which is said to be sometimes in a very unsatisfactory condition.

The sciences taught in the school are chemistry and botany. Forms II., III., and IV. are, in addition, taught physics; whilst Forms V. and VI., instead of further physics, take up zoology. Mathematics receives nine hours a week in the two highest forms. This leads to the omission of drawing and manual work after Form IV. The time given to French in all except the lowest form is only two-and-a-half hours. There is no drill or gymnastics. There is no music taught in the school.

The actual teaching in the school, considering the drawbacks of inadequate accommodation, seemed praiseworthy. The teacher of zoology throws real interest into his work, and the boys evidently respond. In the teaching of botany, care is taken to correlate the work with drawing, and the note-books of the pupils are required to be carefully kept. Interesting lessons were heard in arithmetic and geography, and the work seemed to be going on satisfactorily. The headmaster chiefly takes the lower classes, and the assistants become, to a considerable extent, heads of departments. As would be expected from the school having been in Division A of the Board of Education's former classification, science and mathematics

played the chief part in the curriculum. There is no doubt that this type of curriculum is appropriate to the needs of some boys, but I would raise the question whether the interests of the majority would not be better served by the allotting of a much larger proportion of time to sound training in English, including English literature and history. It is only to be expected that but little time should be given to Latin, but it seems desirable that much more should be given to French. The lessons in carpentry are taken up by the boys with much zest, and the work done is satisfactory. Each boy gets two hours of manual training a week. They all work from plans drawn by themselves. There is a syllabus drawn up for a two years' course. No class for practical work contains more than fourteen boys.

It is intended to build a new Grammar School here, and to convert it into a co-educational school for boys and girls. A nucleus of girl pupils has been gathered together, and they receive in the meantime instruction from Miss G. L. Berridge at the headmaster's house. I was informed that the new school building will cost £3,000, and that local donations of about £630 have already been promised towards this expense. It is hoped that the County Council will contribute £1,000.

There is no doubt that an excellent effort has been made to increase the usefulness of the Wirksworth Grammar School during the headmastership of Mr. Berridge. Those who read the account of the school in the report of the Schools Inquiry Commission of 1869 (Vol. XVI., p. 533), and compare the state of things then existing with what is now found, will feel satisfaction at the improvement which has been made. At the same time, I regret to say that my inquiry led me to the conclusion that there is practically no hope of this school playing any important part in the future educational provision of the County. Picturesquely placed as it is, it stands in what is now a *cul-de-sac*. It is off the main line of communication. Steep hills shut it off from convenient access from neighbouring towns. Since my colleague and I visited the school, I have very carefully considered the problem of its future development, and have never been able to escape from a discouraging conclusion. The population of the district is too scanty to support an efficient school. To make the school a really effective centre of secondary education would entail a much larger expenditure than can fairly be proposed in view of the pressing needs of more populous and accessible centres in the County. For these reasons, but with great respect for the work which the Governors

and Mr. Berridge have done, I cannot but feel that it would be unwise for the County to spend large sums on the development of this school. The wisest course, in my judgment, would be to strengthen one of the elementary schools at Wirksworth by adding to it supplementary higher classes which would give a good practical education for boys and girls up to fifteen years of age, and to transplant the Wirksworth Grammar School to Duffield, which is eight-and-a-half miles down the valley, and a convenient and accessible railway centre at the junction of the Wirksworth branch and the Midland main line. It might then form the nucleus of the boys' side of a dual secondary school which would serve the educational needs of a growing neighbourhood. It would be within easy reach of Wirksworth by train (scholarships being given to Wirksworth boys and girls in order to pay their tuition fees and to cover the cost of their dinner and railway fare), while boys and girls would easily come to the school from Matlock, Cromford, Belper, and many other places.

If, however, the decision to build a new Grammar School at Wirksworth and to make it co-educational is irrevocable, the best chance for the future success of the school lies in developing its boarding element. But I fear that the prospects of greatly increasing the number of boarders, and at the same time developing it as a co-educational local secondary school are not bright. In short, the case is one in which we must regretfully admit that the development of English industry, and the consequent movement of population, have left the school in a sort of backwater, where it is but little needed, and where it would be inexpedient to make any large outlay from public funds badly wanted for more pressing educational claims elsewhere.

Recommendations.

If the school is re-built and made co-educational, I would recommend that its curriculum be made less predominantly scientific and mathematical, and strengthened on the side of English studies. I cannot, however, recommend the Education Committee to make any substantial increase in their present contribution, in view of the need and opportunity for more fruitful expenditure elsewhere.

The best course, in my judgment, would be (1) to develop one of the public elementary schools in Wirksworth to a much higher point of intellectual efficiency than has hitherto been possible, by greatly strengthening its staff of teachers, organising

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the school in small classes of from twenty to thirty pupils; placing each class in the charge of a certificated teacher, and attaching to the school a higher department in which boys and girls could do more advanced work up to fifteen years of age; and (2) to move the Grammar School to Duffield, using part of its endowment in providing scholarships, dinner allowances; and free railway passes for Wirksworth boys and girls of promise who would attend the school, or the Duffield Secondary Girls' School, for a course of instruction extending from twelve years of age to sixteen or later.

CHAPTER V.

THE COUNTY EDUCATION COMMITTEE AND THE PRIVATE SECONDARY SCHOOLS.

SUGGESTED COUNTY DIRECTORY OF RECOGNISED EFFICIENT SCHOOLS.

Private schools form a considerable part of the provision of secondary education in Derbyshire. In the Spring Term, 1904, nearly one-third of the pupils receiving secondary education within the area of the Administrative County were in schools under private management. These schools were attended by boys and girls in almost equal numbers. On the other hand, in the public secondary schools, the boys outnumbered the girls by nearly four to one. Of the total number of girls receiving secondary education in the Administrative County, more than half were in private schools.

In these circumstances, it seems desirable that the County Education Committee should consider how far it is in their power to encourage and recognise efficiency in the private schools. The best means of doing this would be to form a County Directory of secondary schools of recognised efficiency, and to admit to a place in that directory all private schools which could give a guarantee of the excellence of their work. Such guarantee would be secured by inspection. The inspection should not be limited to the methods and organisation of the school. It should also consider the sanitary arrangements, the suitability of the premises for school purposes, and the size, ventilation, and lighting of the class rooms. As such inspection would be too costly to be within the reach of some of the proprietors of private schools, I would suggest that, in the case of such schools as might apply for it, the Education Committee should undertake to arrange for the inspection, and should pay two-thirds or three-quarters of the cost. By

grouping the private schools for inspection during the same term of weeks, the cost would be much reduced. It would not be necessary for all the schools to be inspected every year. A complete inspection every three years would be sufficient. In the intervening years, some particular branch of school teaching might be inspected—say the modern language teaching one year, the mathematics the next, and so forth. The aim of the inspection should be to help the teachers to improve their methods of work.

The County Directory of recognised schools should include all branches of secondary and higher education in the County as well as a sufficient account of the work of elementary education. If published annually at a moderate price, it would prove a valuable guide to parents interested in finding the best education for their children. It would give a conspectus of the educational resources of the County. In the section devoted to secondary schools, I would suggest that the curriculum of every recognised school, whether public or private, should be given—preferably in the form adopted in the appendix to this report. In respect of each school in the Directory there should also be given an account of its educational aim and a brief description of its educational equipment, a list of the teaching staff, with their qualifications, a statement of the fees charged, and an analysis of the age of the pupils, together with a summary of the callings which former pupils had entered during the preceding five years, or, in the case of schools for young children, of the higher schools to which they had proceeded.

Pupils from recognised schools, whether public or private, should be allowed to enter for the competition for County minor scholarships, and to apply for election to County major scholarships. In some cases, County scholarships might be tenable at suitable private schools.

It would also be advisable for the County Education Committee to make loans of small reference libraries, of educational apparatus and of maps and pictures for school use to recognised private schools.

The general aim would be to help all the deserving schools in the county to rise to a high level of educational efficiency. Competent private effort is a valuable supplementary factor in national education. It can give much which parents rightly value. It is a safeguard against undue uniformity in educational organisation. It gives scope to many excellent teachers, who work better on their own responsibility than within the

framework of an organised system. It provides an opportunity for educational experiment—an opportunity which, though by no means always used, is taken advantage of by many teachers to whom we owe salutary innovations in educational methods.* It is desirable to take steps to differentiate efficient private schools from the inefficient, and to enable parents to discriminate between them.

* In this connexion, I would draw the Committee's attention to the extremely interesting work which is being done by Dr. Reddie at Abbotsholme.

CHAPTER VI.

THE AWARD OF SCHOLARSHIPS.

The aim of a scholarship system is to enable boys and girls of special promise, whose private circumstances would otherwise compel them prematurely to devote themselves to the earning of their own livelihood, to obtain that form of higher education most appropriate to their ability and best calculated to fit them to discharge with efficiency their future duties in life. The whole of the community derives benefit from such timely helping forward of boys and girls possessing great natural vigour of mind, but scanty personal prospects. The ranks of the nation's brain-workers need constant reinforcement by individuals of strong natural ability who, without timely aid, would be prevented by the pressure of their private circumstances from obtaining that higher education which is necessary for the full development of their intellectual powers. The circumstances of the time make it even more necessary than heretofore to prevent any avoidable waste of intellectual power which can be utilised and developed by appropriate training during early years. The competition between nations grows more intense, and we cannot afford to fail in making the best use of all our available material. Civic welfare and industrial and commercial efficiency largely depend on the skilful discernment of children of special promise, and on securing for them, betimes, the instruction and training best adapted to enhance their future usefulness.

Even if education of all grades were offered throughout the country free of all charge to everyone who desired to make use of it, the need would still remain for some organised method of assisting the children of parents with slender means to avail themselves of opportunities of higher education. The difficulty of the poor student lies, not simply in paying the fees for higher education, but in providing for his subsistence while he is receiving it. The expense, however, of making efficient

higher education of all types open without charge to every member of the community would be so great that the realisation of such a plan cannot be contemplated as being, for the present, at all events, within reach of practical attainment. It becomes all the more necessary for us, therefore, to help boys and girls of special promise, who would not be otherwise able to afford it, to avail themselves of suitable opportunities of higher education. At the same time, such help should be carefully directed to secure for the recipients the exact kind of higher education which will be really serviceable to them in their after life. It is no kindness to start boys and girls of mediocre abilities upon a course of higher education by which they are intellectually unfitted to profit, or which, in point of curriculum, is designed to meet the needs of special callings which the recipients are unlikely to be able to enter with good hope of ultimate success.

With regard to the special needs of Derbyshire, my inquiry has led me to the conclusion that, in present circumstances, the wisest course will be to continue with certain modifications the scholarship system already working under the County Council. That system provides scholarships in the following classes:— (1) Minor scholarships; (2) Intermediate scholarships; (3) Major Scholarships; (4) Special Merit scholarships.

(1) The Minor scholarships are awarded to boys and girls not over thirteen years of age, and are tenable at secondary schools in the county. They provide free tuition, an allowance for railway season ticket, and an amount not exceeding £2 per annum for books.

I would suggest (a) that the period for which each minor scholar should be elected should be for four years, the scholarship being annually renewed within that period subject to a satisfactory report being received of the scholar's progress from the headmaster or headmistress of the school concerned; (b) that the list of examination subjects should be simplified so as to discourage special preparation of individual candidates in subjects not ordinarily taught in the elementary schools; and (c) that the scholarship should be awarded, not on the result of a written examination alone, but on a written examination, followed by an oral test.

My reasons for suggesting these modifications are as follows:—

(i.) Training in a secondary school cannot be adequately given within a period of less than four years. (ii.) It is desirable that the transfer to a secondary school should take place about the

pupil's twelfth birthday. (iii.) It is inexpedient that candidates should be specially prepared for the examination test in subjects lying outside the ordinary curriculum of the school from which they come. (iv.) An examination conducted entirely in writing is not, at the early age of twelve, a sufficient means of detecting the real promise of the candidates and their suitability for receiving higher education.

The examination for minor scholarships in Derbyshire is at present conducted by the Joint Scholarships' Board—a body which has rendered at a critical period in English education an important service to the interests of the country by providing a convenient method for the examination of candidates for scholarships. It seems desirable, however, in future, that the examination test for scholarships in Derbyshire should be more closely adjusted to the actual needs of the county. Possibly the Joint Scholarships' Board might see its way to co-operate with the County Education Committee in conducting a special county examination, and in taking part, with persons nominated by the Education Committee, in the organisation of the arrangements for the oral test. Admission to the latter might reasonably be confined to those candidates whose work in the written examination had reached a "pass" standard. The oral examination could conveniently be conducted at each of the secondary schools to which the scholars would proceed on election. The task of conducting it might be entrusted in each case to a small examining board, the members of which should have perused, before proceeding to the oral examination, the papers worked by the candidates in the written examination. The examining board should in each case be appointed by the County Education Committee. It might conveniently consist of a superintending examiner, who would act as chairman, and who should be a man of wide experience in the work of examining, and of at least two other members; the one being the headmaster or headmistress of the secondary school to which the scholars will proceed on election, and the other a teacher experienced in the work of elementary education. It would be convenient if the same superintending examiner could serve as chairman of each of the district examining boards, proceeding from one examination centre to another on successive days until the test was completed. This would secure the necessary equality of standard in the election of scholars in the different districts.

It would be convenient if the superintending examiner were drawn from the staff of the County Education Committee, as in

that case he would be familiar with local conditions, and by serving from year to year would secure continuity of experience in the conduct of examinations. But it might be thought desirable to make arrangements with the Joint Scholarships' Board for the nomination of a superintending examiner in order to maintain the connexion between the body which would conduct the written part of the examination and the oral test. The schools at which the oral examinations might conveniently be held would be as follows:—Ashbourne Grammar School; Chesterfield Grammar School; Chesterfield Girls' High School; Glossop Secondary and Technical School; Lady Manners School, Bakewell; Netherthorpe Grammar School; the Wirksworth Grammar School; and, eventually, the suggested Girls' Secondary School at Duffield.

Girl candidates examined at Duffield might be given the option of holding their scholarships at the Church High School in Derby, if they so preferred, subject, of course, to the consent of the authorities of that school.

Boy candidates examined at Bakewell might be given the option of holding their scholarships at Bakewell, Buxton College, or Tideswell Grammar School; and, with a view to considering such cases, the headmasters of the Buxton College and of the Tideswell Grammar School might be asked to serve as assessors on the board of examiners conducting the oral test at Bakewell. Similarly, boy or girl candidates examined at Chesterfield might be given the option of holding their scholarships at the Dronfield Grammar School, and with a view to the consideration of such cases the headmaster of the Dronfield Grammar School might be asked to serve as an assessor on the board of examiners conducting the oral test at Chesterfield. Candidates from all parts of the county should be allowed to enter for the written part of the examination on the recommendation of the headmaster or headmistress of their school. A candidate wishing to proceed, if elected, to any particular secondary school in the county should be given the option of being examined at the oral test held at the school in question. This would make each of the secondary schools in the county available for candidates residing outside its immediate district (an important point in view of the different opportunities which would be offered by the different schools), and would also open the way for any candidate of special promise whose parents resided in a part of the county remote from a secondary school, to obtain the kind of training which a secondary school provides. The additional expense entailed

in the choice of holding the scholarship at a school distant from the home of the candidate would reasonably fall on the scholar's parents, but the County Education Committee should give special maintenance grants or boarding scholarships in cases where it seemed to them expedient to enable a pupil of special promise to secure a kind of education not available within easy reach of the scholar's own home.

In the case of Alfreton, Belper, Clay Cross (or, rather, North Wingfield), Heanor, Ilkeston, Long Eaton, New Mills, Swadlincote, and possibly Matlock, the educational facilities offered by the type of higher elementary schools suggested in this report would meet the needs of a considerable proportion of those who might otherwise become candidates for scholarships tenable at secondary schools. This would especially be the case at Heanor, Long Eaton, Ilkeston, New Mills, and Swadlincote, where the preparatory class would carry forward the education to the sixteenth year, and need not necessarily be confined to those pupils intending to become teachers in elementary schools. It is suggested that at each of the higher elementary schools the fee should be 6d. per week, and that twenty-five per cent. of the places should be free. There should be a qualifying examination for entrance in each case.

It will be observed that the cost of providing the higher elementary education suggested in this report will be very largely in excess of the total of the fees paid by any fee-paying student, and that, therefore, the facilities for higher elementary education in the places named would virtually constitute a scholarship in the case of all those benefiting by them. Admission to the preparatory class from fifteen to sixteen might be granted free of charge to promising scholars who desired to prolong their education beyond the conclusion of the higher elementary school course.

It would be convenient if the higher elementary school course began, not at eleven, but at twelve years of age, in order that the point of transfer from the elementary school might be uniform in the case both of the secondary and of the higher elementary school. In that case, a candidate would decide at twelve years of age whether he or she would proceed to a higher elementary school or to a secondary school. But in view of the existing regulations of the Board of Education, which assume that the higher elementary school course will begin not later than eleven years of age, this convenient arrangement cannot at present be secured. In some cases, therefore, a pupil may be elected to a scholarship tenable at the

secondary school after passing one year (eleven to twelve) in a higher elementary school. This is an unsatisfactory arrangement, but I do not see how, in present circumstances, it can be altogether avoided.

(2) With regard to intermediate scholarships, I would suggest that these should take two forms: (i.) prolongation of the scholarship for a further period of two years in the secondary school in which the candidate is already working; (ii.) in special cases, scholarships tenable at some other higher secondary school for the work of which the candidate may appear to be specially fitted. I would suggest that these intermediate scholarships or prolongations of scholarships should be awarded by the Education Committee on the application of candidates, endorsed by their teachers, and after careful enquiry into the circumstances of each case. Where prolongation of the scholarship within the same school was desired, no further examination would be necessary. In cases in which it was wished that the scholarship should be tenable at another and higher secondary school, the authorities of that school might be asked to examine the applicant, and to report to the Education Committee as to the expediency of the award of the scholarship in question. Pupils receiving instruction in a preparatory class, but not necessarily intending to enter the profession of teaching, should be allowed to make application for an intermediate scholarship, tenable for the two years from sixteen to eighteen, provided that the teacher in charge of the class specially recommended the pupil for such a scholarship, and that the headmaster or headmistress of the secondary school to which the candidate wished to proceed was satisfied, after examination of the candidate, that the latter would be able to take a suitable place in the secondary school.

(3) With regard to major scholarships, I would suggest that they should be awarded, not on a competitive examination, but after consideration by the Committee of applications from candidates in secondary schools endorsed by the candidates' parents and teachers. Such applications should be made on a special form before an appointed date in each year, and should be accompanied by a statement of the candidate's previous educational record, supplied by the teacher direct to the Education Committee. The circumstances of the parents should be set out in the application form, together with a statement of the course of higher education which the candidate desires to follow, and of the smallest amount which would serve for the accomplishment of the purpose. My reason fo

suggesting this arrangement is that the directions in which it is possible to turn for higher education beyond the secondary school course are so various that no written competitive examination can, alone, satisfactorily determine the award of major scholarships which should be available for young people of both sexes at about their eighteenth birthday.

(4) The arrangement for scholarships for cases of special merit might conveniently remain as heretofore.

It remains, in conclusion, to suggest that admission to scholarship examinations throughout the county should be open to pupils from all schools, public or private, of the efficiency of which the Education Committee have satisfied themselves.

The assignment of maintenance allowances, supplementary to scholarships, is a matter which would necessarily be kept in the hands of the Education Committee, who would decide each case on its merits, after private inquiries into the circumstances of the candidates concerned. The granting of maintenance allowances would, of course, be limited to pupils whose circumstances would otherwise prevent them from obtaining the education for which their ability specially fitted them.

CHAPTER VII.

THE SUPPLY AND TRAINING OF PUPIL TEACHERS.

The first question to be considered is the number of pupil teachers likely to be required annually in the Administrative County in order to furnish a supply of certificated teachers sufficient to replace those whose posts may become vacant through death or retirement from the profession. Vacancies which would be caused by Derbyshire certificated teachers transferring themselves to the service of some other education authority need not be taken into account in this connexion, as they may be fairly set off against similar cases of transference from the service of other education authorities to that of the Derbyshire County Council.

No complete official statistics of the average duration of the professional career of men and women certificated elementary school teachers have yet been published. It is, therefore, impossible, at the present time, to frame any precise estimate of the annual diminution in the number of certificated teachers due to death or withdrawal from the profession. We shall, perhaps, be sufficiently near the mark if we take nineteen years in the case of a man and ten years in the case of a woman, as the average period during which a certificated teacher will continue to work in the elementary schools.

The next step to consider is how many pupil teachers will be required annually in order to supply the necessary number of new certificated teachers. Here a certain leakage must be allowed for. The leakage arises from withdrawals during pupil teachership and from further withdrawals during the period between the King's Scholarship examination and the granting of the certificate. The condition of things introduced by the new regulations of the Board of Education is so novel that it is impossible to make any satisfactory estimate of the probable number of these withdrawals. In an urban district it would probably be sufficient to provide one pupil teacher for every 2,750 of the population. This, in Derbyshire, would amount

to 183 pupil teachers per annum. But in rural districts it would be necessary to provide a larger number of pupil teachers annually in proportion to the population. Moreover, it is desirable that the size of the classes in the elementary schools should be lessened, and this would cause a demand for an increased number of certificated teachers, which should be borne in mind in estimating the supply of pupil teachers required. On the whole, therefore, it seems prudent to estimate that one pupil teacher annually should be provided for about every 2,000 of the population. This, in Derbyshire, would amount to 250 pupil teachers annually. For this number provision is accordingly made in this report.

In March, 1904, there were in the county, excluding the boroughs, 443 pupil teachers (382 girls, 61 boys), but it must be remembered that in future the period of pupil teacherhood will be two years (sixteen to eighteen), and that, therefore, the numbers of pupil teachers on the old system, when pupil teacherhood began earlier and was of longer duration, form no certain guide to the future. Much of the time which, under the old system, was passed in pupil teacherhood will be spent in study at a secondary school or at a higher elementary school and preparatory class under the new. In the calculation made above, I have only taken into consideration those pupil teachers who may be expected to come from the administrative area itself. The cost of educating pupil teachers coming from outside the area will reasonably be borne by the local authority concerned.

Taking, therefore, all the circumstances into account, it seems reasonable to conjecture that it will be sufficient to provide for 250 new pupil teachers annually for the needs of the Administrative County itself. If events prove that a larger number of pupil teachers is required annually than is here provided for, it is suggested elsewhere in this report that further pupil teacher centres should be established (1) at Alfreton and (2) at North Wingfield, for Clay Cross. Each of these would provide accommodation for twenty pupil teachers per annum. The proposed new girls' secondary school at Duffield would also, in due course, provide accommodation for an additional twenty new pupil teachers per annum. Were all these additional sources of supply brought into operation, the total number of pupil teachers furnished annually would be 310, or one pupil teacher to every 1,600 of the population.

The places at which it is proposed that there should be pupil teacher centres, in most cases with preparatory classes

attached, are as follows:—Ashbourne, Bakewell, Buxton, Chesterfield, Glossop, Swadlincote, Heanor, Ilkeston, Long Eaton, New Mills; and Staveley, together with, in due course, Duffield, and, if necessity arises, Alfreton and North Wingfield.

It is probable that of the pupil teachers, about one in five would be a boy. The County Council would thus provide, in the first instance, for 200 girls and 50 boy pupil teachers, and subsequently, if need arose, for 310 pupil teachers, of whom about 248 would be girls.

The next point to be considered is the course of education through which those intending to become pupil teachers should pass up to the age of sixteen. The regulations of the Board of Education provide for this training being given either in a secondary school or in a higher elementary school. In the plan submitted in the present report, it is suggested that, in certain districts of the county, secondary schools should be used for this purpose, while in other districts the pupil teachers would pass through the higher elementary school up to fifteen years of age, and then through a preparatory class up to sixteen. It is suggested that secondary schools should be used for this purpose at Ashbourne, Bakewell, Chesterfield, Glossop, Staveley, and Duffield, and that higher elementary schools should be used at Heanor, Ilkeston, Long Eaton, New Mills, and Swadlincote. At Buxton, some use should be made of the secondary school for boys, and in the case of girls a two years' preparatory class should be established in connexion with a pupil teachers' centre in the town.

Intending pupil teachers who go to a secondary school should pass through a course of at least four years' instruction, from twelve to sixteen years of age. Those passing through the higher elementary school and preparatory class would have a course of at least equal length, beginning at eleven or twelve, and ending at sixteen. The higher elementary schools suggested in this report would provide a liberal education well fitted to the needs of those intending to take up the profession of teacher in elementary schools. I have not suggested the establishment of a large number of new secondary schools in every part of the county, because my inquiry led me to the conclusion that in many districts the most pressing need is not for new secondary schools in the strict sense of the term (*i.e.*, for schools primarily designed to prepare their pupils for a professional career), but for schools which will carry forward the work of the ordinary elementary schools and furnish suitable courses of training for pupils, the majority of whom

will enter on the duties of practical life at about fifteen years of age. It will be possible to establish these new schools on lines which, while well adjusted to the needs of the majority of the pupils, will at the same time provide a suitable training for those of their scholars who intend to become pupil teachers. It is not necessary in this chapter to enter into the question of cost of providing this preliminary training for intending pupil teachers, as the details are given in Chapter III., and in the financial summary at the close of the report. Full details of the course of study suggested for the higher elementary schools are also given in Chapter III.

It would be impossible, and, even if it were possible, it would be unfair, to transfer boys and girls to a secondary school at twelve years of age under a covenant that at the end of the course they would become pupil teachers. They might very well have changed their mind before the four years were over. Nor is it possible to take any real guarantee of fitness for the teaching profession at so early an age as twelve. Provided that the salary prospects of the teaching profession are adequate to attract into that calling recruits of the type required, the County Council may safely rely on a sufficient supply of suitable pupil teachers offering themselves from the secondary schools and from the new higher elementary schools of the county. The certainty, however, of being able to depend on this supply will rest on steps being taken to improve the secondary schools in respect of the defects described elsewhere in this report, and on the new higher elementary schools being planned and maintained on a high level of educational excellence.

The supply of pupil teachers through each of the channels named above will be derived from three sources:—

(1) A number of the County Council minor scholars, elected at twelve years of age to scholarships tenable for four years at a secondary school, will, on the completion of their secondary school course, elect to become pupil teachers, with a view to entering the teaching profession. It is impossible to predict beforehand how large a proportion of the County scholars will subsequently become pupil teachers. It is certain, however, that there will be a larger proportion in the case of the girls than in that of the boys. It will be undesirable, however, to attach to the minor County Council scholarships any condition limiting the holders in regard to their subsequent choice of profession. The purpose of a scholarship system is to provide the community with highly trained ability available for a great variety of callings, and not merely to recruit the ranks of a single profession.

(2) The second source of supply of pupil teachers will be found among the pupils of the secondary and higher elementary schools, who at fourteen years of age would be prepared to accept bursaries confined to intending pupil teachers, but not restricted to the holders of minor scholarships. In the secondary, as in the higher elementary, schools, any pupil should be eligible to make application for such a bursary. In determining whether the applicants for the bursaries were likely to make good teachers, the opinion of the school staff would be of great value. Furthermore, it would not be difficult to arrange for a month's trial in a selected elementary school where the applicants for the bursaries would be under the observation of the head teachers and of the inspector. The parents of the bursars should be required to make a declaration that the holder of the bursary would eventually become a pupil teacher. The amount of the bursary would have to be fixed at a rate which would induce the pupil to choose the teaching profession, instead of some other calling open to him or her at that age. It is probable that in the case of girls a bursary of £5 a year would be sufficient. In the case of boys, the bursary might be £12 for the first year and £15 for the second.

(3) The third source of supply would be found in pupils who, though not having previously received any emolument from public funds, would at the end of their secondary or higher elementary school course elect to prepare themselves for the profession of teacher in the elementary schools. I am inclined to think that in the case of the girls' secondary schools the number of pupil teachers thus obtained would be considerable.

It remains to consider the training of the candidates during their two years of pupil teacherhood. This training would be given at one of the pupil teacher centres mentioned on page 145.

The crucial difficulty arises when we consider how best to combine the professional training of the pupil teacher with the continuance of his liberal studies at the secondary school or at the pupil teacher centre. The regulations of the Board of Education require that "pupil teachers must be employed and receive training in the art of teaching at a public elementary school during not less than one hundred meetings and not more than two hundred meetings during the pupil teacher year, or not more than half the total number of meetings of the school during that year if that number is greater than four hundred."

Four possible courses offer themselves as a means of meeting this difficulty:—

(1) During the whole of his or her pupil teacherhood the pupil teacher might spend half time, daily or weekly, at the pupil teacher centre (whether in organic connexion with the secondary school or separately organised) and half time in a selected public elementary school. The objection to such intermittent attendance is that it would dislocate the regular studies in the secondary school and would, in country districts especially, entail considerable cost in travelling expenses and waste of time in passing frequently between the institutions concerned.

(2) The second course would be to arrange that the period of professional training in the elementary school should be taken in two parts, viz., at the beginning and at the end of pupil teacherhood, and that the intervening period should be entirely devoted to liberal education in the secondary school or pupil teacher centre. This arrangement could be carried out as follows :—

After completing the first four years of the secondary school course (twelve to sixteen), the pupil teacher might be sent to the selected elementary school for three or four months' experience, under the supervision of the headmaster. This period would be long enough to give the pupil teacher real insight into the working of the school, and good opportunity of becoming thoroughly well acquainted with the needs of the pupils and the methods of teaching. These three or four months would fall between the end of the summer holidays and Christmas. After the Christmas holidays the pupil teacher would return to his or her secondary school, and have a full year's unbroken instruction and participation in the life of the school. At the beginning of the following year, the pupil teacher would again go to a selected elementary school, and would there remain during the concluding months of his or her pupil teacherhood.*

In the case of pupil teachers not having been at a secondary school from twelve to sixteen, but attending preparatory classes

* The Board of Education's Regulations, as they stand at present, require the pupil teacher in each year of pupil teacherhood (a) to receive instruction at the centre for not less than 150 meetings and (b) to be employed and to receive training in the art of teaching at a Public Elementary School during not less than 100 meetings. No difficulty arises under (b). But the requirement under (a) involves attendance during not less than fifteen weeks in each year of pupil teacherhood. According to the plan here suggested, the pupil teacher's attendance at the centre attached to the secondary school would, in the second year of pupil teacherhood, be limited to the Autumn term which usually extends to thirteen weeks. It would be necessary, therefore, as things now stand, for the pupil teacher to resume attendance at the secondary school for two or three weeks at the beginning of the following term—an inconvenient arrangement which might be obviated by a slight change in the Regulations of the Board.

from fourteen or fifteen to sixteen in lieu of such attendance, the same system might be applied, the continuous residence at the pupil teacher centre being, so to speak, in the middle twelve months of pupil teacherhood.

A further administrative point, however, has still to be kept in mind. Some of the elementary schools, where the pupil teachers receive their professional experience, may count upon the pupil teachers as part of their teaching force. It is, therefore, desirable that the number of pupil teachers in each selected elementary school should not fluctuate. The organisation and working of the school would be embarrassed if at one time there were three pupil teachers and at another time only one. It is, therefore, desirable to group the pupil teachers in pairs, so that of each pair there should always be at one time one at work in the selected elementary school. This administrative need can be met in the following manner, which is compatible with the division of the pupil teacher's time between the pupil teacher centre and the elementary school suggested above.

The supply of pupil teachers to any given selected public elementary school would be continuous from the time that the plan had been in operation for fifteen months. Each period of two years in the school would be covered by the successive terms of service of four pupil teachers (or two pairs of pupil teachers), who would have begun their pupil teacherhood in four different years. This is shown by the following diagram :—

| (1904.) | 1905. | 1906. | (1907.) |
|---------|---------|---------|---------|
| | B o———o | D o———o | |
| | A o———o | C o———o | |

The figure represents a period of two years, 1905 and 1906. Each line o———o represents the pupil teacher who would serve in the given elementary school for the space of time covered by the line. The line A o———o represents the pupil teacher who would serve in the school January-July, 1905. The line B o———o represents the pupil teacher who would serve in the school August-December, 1905. The lines C o———o and D o———o represent the pupil teachers who would serve in

the same school respectively from January-July and from August-December, 1906.

Thus, the first seven months of 1905 would be served by a pupil teacher (A), æt. 17½-18, who would be in the *closing* months of a term of pupil teacherhood begun in August, 1903.

The latter months of 1905 would be served by a pupil teacher (B), æt. 16-16½, who would be in the *first* months of a term of pupil teacherhood begun in August, 1905.

The first seven months of 1906 would be served by a pupil teacher (C), æt. 17½-18, who would be in the *closing* months of a term of pupil teacherhood begun in August, 1904.

The latter months of 1906 would be served by a pupil teacher (D), æt. 16-16½, who would be in the *first* months of a term of pupil teacherhood begun in August, 1906.

Pupil teacher (B), after a year's further and continuous study (16½-17½) at the pupil teacher centre (attached, in some cases, to a secondary school), would return to the public elementary school in question in the early part of 1907 for the completion of the period of practical service. Pupil teacher (D), after a year's further and continuous study (16½-17½) at the pupil teacher centre, would return to the public elementary school in the early part of 1908 for the completion of the period of practical service.

The latter months of 1907 and 1908 would be taken, respectively, by pupil teachers entering on their apprenticeship in September of the year in question.

(3) The third course would be to devote the first year of pupil teacherhood entirely to liberal education at the secondary school or at the pupil teacher centre, and the whole of the second year of the pupil teacherhood to professional training in the selected school. In this case, in order that the intending pupil teacher's fitness for the work of a teacher should be subjected to a practical test, he or she should be required, before the completion of the indenture of engagement, to spend a short probationary period of full-time employment in a selected public elementary school. This probationary test could take place in the short period which intervenes between the opening of the elementary schools after the summer holidays and the commencement of the autumn term at the secondary school.

(4) The fourth course would be to make out the necessary number of attendances at the public elementary school (*a*) by assigning one day a week to the purpose, and (*b*) by utilising

the periods in which the public elementary schools are at work during the secondary school holidays.

Were it not for examination needs, the third of these courses would prove the most satisfactory, both on educational and financial grounds. But its adoption would require a modification of the present regulations of the Board of Education. Failing such modification, I would suggest the adoption of the second or fourth course in the case of pupils in pupil teacher centres organically connected with secondary schools. The first course may be found to work satisfactorily in the case of pupil teacher centres where all the pupils are working on a half-time basis. It would be unnecessary, however, that the pupils should spend half of every day in the centre and half in a selected elementary school. In some cases it would be found much more convenient to allow the pupil teacher to work, say, for certain days of the week in an elementary school and for the remaining days in the pupil teacher centre. This arrangement would often prevent much unnecessary waste of time and expenditure in travelling expenses.

In conclusion, it should be said that the training of pupil teachers at centres connected with secondary schools is still in a very experimental stage, and that it is at present impossible to say with confidence how the difficulties which are inherent in the scheme will best be overcome.

CHAPTER VIII.

TRAINING OF TEACHERS.

A considerable number of training colleges are within convenient reach of those young men and women resident in the County who intend to adopt the profession of teacher in elementary schools. The Church of England Training College for Women at Derby is, indeed, the only one within the County, and it is outside the County administrative area ; but others are conveniently situated at no great distance from the County border. The Sheffield Education Authority is inviting the co-operation of neighbouring authorities in an important plan for the establishment in Sheffield of a large training college which will be in close connexion with the new University, but which will also offer a course of study specially designed for those who do not intend to proceed to a degree. The opportunity which will be offered by the new Sheffield Training College will be of high value to Derbyshire, and more especially to the north-eastern and central parts of the County. I venture to express the hope that the County Education Committee may see its way actively to co-operate with the Sheffield Education Authority in making the new Training College in that city one of the best in the country.

For the populous districts between Ripley and Long Eaton the most convenient training college will be that in connexion with University College, Nottingham. The north-western corner of the County, including Glossop and New Mills, lies within easy access of the University Training College, Manchester, and of the other training colleges which will shortly be established by the Education Authority of the City of Manchester. The railway communications between Buxton and Manchester are, at present, more convenient than those between Buxton and Sheffield. But it will probably be found that the colleges both in Sheffield and Manchester would draw students from the Buxton district. The south-eastern and southern

parts of the County are within much less easy reach of training colleges. The University Training College at Birmingham, however, will help to meet their needs, and the Diocesan Training College for men, at Saltley, will not be forgotten.

On a review of all the circumstances of the case, it does not seem to be incumbent on the Derbyshire Education Authority—in the immediate future, at all events—to take steps beyond those suggested above with regard to Sheffield, for the establishment of a new Training College. Other needs have a prior claim upon County funds. The improvement of the secondary schools and the development of an efficient type of higher elementary education are steps best calculated to produce, in the long run, well qualified students for admission to training colleges. The accomplishment of these two purposes will entail considerable outlay. It would seem prudent, therefore, to devote energy in the first place to those objects, and to helping in the establishment of the Training College at Sheffield.

For uncertificated or provisionally certificated assistant teachers and for supplementary teachers, it will be desirable to provide, at convenient centres, classes to help them in their preparation for the certificate examination. These classes would be conveniently arranged at the pupil teacher centres. As elsewhere, they would naturally be held in the evening and on Saturday mornings. Attendance at such certificate classes should be made obligatory on all uncertificated teachers who live within easy reach of a pupil teacher centre. For teachers working in remoter schools, Saturday classes should be, where possible, provided. It is a heavy burden, however, on a teacher to have to undertake, in addition to a full week's work of teaching in school, attendance at certificate classes, together with the private study which those classes necessarily involve. There is much to be said, therefore, in favour of an arrangement by which, on certain days of the week, at all events, they would be set free from their work in school in order to attend the certificate classes in the day time. But in view of the present scarcity of teachers, it is to be feared that such an arrangement would, in the great majority of cases, prove at present impracticable.

CHAPTER IX.

TECHNICAL EDUCATION.

Of the extensive and well-considered efforts which have been made to develop technical instruction in Derbyshire it is unnecessary for me to speak in detail in this report. But I may perhaps be permitted to express my strong sense of the wisdom of the late Technical Instruction Committee, and of the new Authority which has taken over its work, in concentrating so much energy on the development of instruction in mining and of instruction and research in agriculture.

The improvement of the secondary schools in the County, and the establishment of a number of higher elementary schools on the lines suggested elsewhere in this report, would be found at no distant date to strengthen the movement for technical instruction. The technical classes in different subjects would be attended by larger numbers of students, well prepared by a sound training in general subjects to profit by skilfully imparted instruction of a technical character. The indirect result of the improvement of elementary and secondary education throughout the County will be an increase of interest in technical training and of appreciation of its practical value. Experience has also shown that a liberal secondary education is the only sound basis upon which a system of higher technical education can rest. The experience of Germany is conclusive on this point. The improvement of our secondary schools is indispensable to the future welfare of those English institutions which are devoted to higher technical training. But technical instruction is of three grades, which may be described as elementary, intermediate, and higher. The efficacy of each of these three grades of technical instruction depends on the excellence of the general education previously received by the students to whom it is imparted. Just as the interests of higher technical instruction call for improvements in the

secondary schools, so do the interests of elementary and intermediate technical instruction require improvements in elementary and higher elementary education. With reference to the latter, there is in Derbyshire, and more particularly throughout the eastern part of the County, urgent need for the development of higher elementary education which shall give the scholars a well directed preparation for practical life.

Upon the occasion of my visit to the Midland Agricultural and Dairy Institute, which is maintained by the joint action of the County Councils of Derbyshire, Leicestershire, Lincolnshire (Lindsey), and Nottinghamshire, I was much impressed by the evidence that what is most needed to secure the further success of this admirably managed institution is a material improvement in the general education given in secondary and higher elementary schools in the districts concerned. The educational work of the Institute is excellent, but it suffers at present from the fact that a considerable proportion of its students come to it without having received a sufficient amount of general education in a secondary or higher elementary school.

Of the work of the Midland Agricultural and Dairy Institute, and of the general plan of its operations, it is my pleasant duty to speak in terms of the highest praise. The agricultural interest in Derbyshire, and in England generally, needs the help which well managed institutions of this kind are excellently fitted to give it. And there is every reason to believe that the contribution which Derbyshire makes towards the cost of this Agricultural and Dairy Institute is directly and indirectly remunerative in the present, and likely to become much more so in the future. The work which the Institute is doing in carrying out agricultural experiments is likely to prove specially valuable, not least through the spirit of keen scientific interest which it engenders and maintains among the members of the teaching staff. The work of the dairy department is remarkably interesting. It is satisfactory to hear that an increasing number of farmers in the County are availing themselves of the opportunity of obtaining, at small cost, analyses of waters, manures, and food stuffs. The summer courses in nature study designed for teachers in rural schools will prove to be of increasing benefit to the education of the County. It is much to be desired that in our elementary schools more should be done to open the eyes of the children to the interest of country life.

The well organised mining classes which are held at convenient centres in the mining districts of the County are carried

on in connexion with the University College, Sheffield. The passing of the Coal Mines (Certificate) Act of 1903 has increased the practical importance of providing higher technical education in mining. The Council and Senate of the University College, Sheffield, have drawn up a course of practical and academic training designed to meet the needs of students intending to become mining engineers. A colliery student is now able to qualify for his professional certificate by offering a two years' college course in lieu of two of the five years which had formerly to be spent in a mine. The passing of this Act is evidence of the importance which is now attached by the leaders of the mining industry to the scientific training of managers and assistants. The Coal Mining Committee of the University College, Sheffield, has framed a scheme for a large extension of the mining department of the College. The intention is to create an institution for instruction, testing, and research in mining questions, which shall be comparable, in point of equipment and strength of staff, to the metallurgical department of the same institution. It is intended that the department should be managed by a committee containing a large representation of the mining industry. The improvement of secondary and higher elementary education in Derbyshire will enable a large number of students from the County to make the most profitable use of the new educational opportunities which it is intended to offer. The development of the mining department at Sheffield will have the further result of strengthening the work done in the mining classes organised in the County itself.

Mention should also be made in this chapter of the work done by the Derby Municipal Technical College, to which the Derbyshire County Council makes a grant of £140 per annum in respect of the attendance of students from the County area, both for day and evening classes. The College, which is now in its fourteenth session, has an excellent equipment for the teaching of science and engineering. It is a more economical arrangement for the County Council to make use of this institution than to start independent classes in art and science in the immediate neighbourhood of Derby. The College provides for students from the adjacent districts of the County more advanced instruction than it is possible for them to obtain at their own centres.

CHAPTER X.

THE UNIVERSITY OF SHEFFIELD.

The establishment of a University in Sheffield, which may now be expected in the early future, will have a close bearing upon educational work of all grades through a considerable part of Derbyshire. The geographical position of the County brings it, in respect of different parts of its area, into relationship with three different Universities:—(1) The district which includes Glossop, New Mills, and Hayfield naturally falls, by reason of its railway communications, within the sphere of influence of the University of Manchester; (2) the southern extremity of the County, as far north as Burton, will be more conveniently associated with the University of Birmingham; (3) the large and populous part of the County extending from Dore and Killamarsh in the north to Derby and Long Eaton in the south will naturally be brought into close association with the work of the new University of Sheffield, due regard being had to the educational facilities provided by University College, Nottingham.

The work of the University of Sheffield, if maintained on a high level of intellectual efficiency, will prove of direct benefit to Derbyshire in four respects. First, it will bring the advantages of a university career within the reach of large numbers of young people well fitted to profit by higher education, but at present virtually shut out from effective opportunities of getting it. Secondly, by furthering scientific investigation and organised research, it will ensure the advancement of knowledge, and by so doing will contribute in the most effective, though mainly in an indirect, manner to the furtherance of the social welfare and of the industrial prosperity of the district. The material benefits derived from applied science can, in many cases, be traced back to the disinterested labours of the scientific investigator in the laboratory. This is true of electric light and of methods of electric traction. The encouragement and maintenance of scientific research, on an adequate scale, are fruitful

in benefit to the intellectual life of the country, and also to its social and industrial interests. No small part of the success of Germany in making profitable application of scientific ideas may be directly traced to the liberal equipment of university institutions, and to public contributions in aid of university studies, combined with the maintenance of a sufficient number of secondary schools giving a liberal education on non-specialised lines. Thirdly, it will provide new and much needed opportunities for the training of teachers for elementary, higher elementary, and secondary schools. Fourthly, it will exert a beneficial influence upon many of the secondary schools and pupil teacher centres of the County by means of its matriculation examination, which numbers of Derbyshire pupils will aim at passing towards the close of their secondary school course. The University will also doubtless take part in the work of inspection of secondary schools.

The connexion which has hitherto subsisted between the County Education Authority of Derbyshire and the University College, Sheffield, points towards the establishment of closer association in the future. The County has hitherto entrusted to the University College, Sheffield, the organisation of its instruction in mining. The satisfactory results which have accrued from this arrangement make it desirable that further steps should be taken to enable more original research to be done by the teachers connected with the mining department of the University. The energies of the staff of the department are, at present, so heavily taxed by the delivery of lectures, by the carrying on of classes, and by the organisation, inspection, and examination of the local mining courses, that insufficient time is left for the systematic investigation of scientific problems connected with mining. Yet the steady maintenance of such research will be found indispensable, not only to the continued fruitfulness of the teaching, but to the gaining of the new knowledge which will be of material benefit to the country as a whole.

In order that, in the present state of knowledge, the Universities may render that striking and profitable service which well directed scientific research, combined with advanced teaching, could give to the social and industrial interests of their district, it will be found indispensable to maintain a very high level of excellence in their teaching staff and in their laboratory equipment. There is no reason to think that the establishment of an indifferently staffed and ill equipped institution, though it might bear the name of University, would

result, under modern conditions of industrial development and of scientific investigation, in rendering any important service to national life. All the evidence points to the conclusion that the most remunerative form of educational institution is that which is devoted to securing work of first-rate quality directed towards well-defined aims. The cost of carrying out such a policy may at first sight seem, in respect of any one institution, seriously large, but the total expense of having a comparatively few highly efficient centres of research and of instruction would compare favourably with the alternative policy of maintaining a great deal of less effective work over a wider area.

The contributions from the Derbyshire County Council to the University College, Sheffield, are at present almost entirely made in respect of instruction given in mining. I would venture to suggest that it is expedient in the public interest that Derbyshire should bear part in the maintenance of the intellectual efficiency of the new University as a whole by contributing towards the general expenses of the institution. Without such aid, given on a liberal scale, the new University cannot be expected to accomplish the work which the surrounding districts will rightly expect of it. The Privy Council has made the establishment of the new University conditional on the co-operation of the local authorities. It would seem reasonable, therefore, to suggest that, in addition to grants now made to the University College for specific work done, and in addition to the establishment of scholarships by means of which Derbyshire students may share in the benefits of the new institution, the County Authority should make an annual contribution of fifteen hundred pounds a year to the general purposes of the University.

CHAPTER XI.

UNIVERSITY EXTENSION LECTURES AND CLASSES.

Within the County of Derby there are ten centres of University Extension Teaching. These are Ashbourne, Bakewell, Belper, Buxton, Chesterfield, Derby (County Borough), Duffield, Matlock, South Normanton, and Wirksworth.

At most of these centres courses of lectures have been regularly delivered for several years past. The average attendance during the year 1903-4 was about 110 per lecture, or 1,100 at the ten centres. The oldest centre in the County is Bakewell, which began its work in 1888, and has maintained a course of lectures each year in an unbroken series down to the present time, with an average attendance of 99 per lecture. This is a remarkable achievement, and reflects great credit on the Local Committee, and especially on the Hon. Secretary, Miss Kathleen Martin, of Edensor, who has helped to make the Bakewell Centre a model of efficiency and varied usefulness.

At Matlock the courses began in 1889, and have been maintained regularly ever since, with an average attendance of 73. Most of the other centres have successfully maintained their courses for four or five years. The largest of the regular centres in Derbyshire is that at Chesterfield, where for the last two courses the audience has numbered from 130 to 150 per lecture. It should be added that eight of the Derbyshire centres are in connexion with the University of Oxford, and two, *i.e.*, Derby and South Normanton, with the University of Cambridge.

The following description, which I quote from a memorial recently submitted to the County Council, admirably describes in outline the organisation and methods of work of the University Extension system:—

“Lectures either in courses of six, twelve, or twenty-four per annum are delivered at the various centres by lecturers,

many of them men of distinction at the University, and of high standing in their own particular branches of learning. At the close of each lecture a class is held, at which students have the opportunity of asking questions upon points which require explanation, and the lecturer also sets a series of questions upon the subject-matter of the lecture. These questions are answered in writing by the students, and forwarded to the lecturer, and the papers are corrected by him and returned to the students at the close of the next lecture, with any comments which he has to make upon them. In this way any student wishing to make a careful study of the subject has the opportunity of doing so under the most able guidance and at a very trifling expense to himself. At many of the centres, moreover, it is usual to form what are known as Students' Associations, composed of a large number of those who attend the lectures, who meet periodically, usually once a week, and discuss subjects having an immediate bearing upon the lectures. In this way the work of the Extension Lectures has, in many cases, a remarkably leavening influence upon a large section of the community. At the end of the course examinations are held upon the subjects of the lectures by University examiners, and a prize is awarded by the University Authorities to the candidate who obtains the highest number of marks at each centre. A certain number of scholarships are also awarded annually to enable students to attend the University Extension Summer Meetings, which are held in the month of August alternately at Oxford and Cambridge."*

The University Extension Lectures have rendered an important educational service to the adult members of the community. They have given much intellectual stimulus and helpful guidance in private reading. Large numbers of busy people, who in the daytime are occupied in their various avocations, wish to keep themselves informed as to the movement of thought in regard to historical, literary, scientific and economic questions, and to gain that impulse to further reflection and study which is more effectively derived from hearing the spoken word of one who is both a student of the subject and an experienced teacher of it, than from the perusal of books alone.

The work of education as carried on in schools and colleges is materially helped forward by the existence, among the adult members of the community, of a keen interest in intellectual

* In 1904 the Summer Meeting was held at Exeter.

subjects and in the progress of knowledge. Such intellectual interests are fostered and defined by the work done by the University Extension Centres. Especially is this the case when, as in so many centres in Derbyshire, the University Extension Lectures and Classes are associated with a sustained effort of private reading and discussion in Students' Associations.

Advice is given on the choice of books, waste of time in mis-directed study is avoided, free discussion dissipates misunderstandings and fixes in the mind the main points which have been gained from the lectures and from subsequent reflection. The outcome is a quickening of the intellectual life and a broadening of cultivated interest, which are of value, directly and indirectly, to the individual and to the community.

Apart from their more general usefulness and from the valuable help which they give to many private students, the University Extension Lectures and Classes are of particular benefit to those engaged in teaching in elementary and secondary schools. Working men have also been amongst the best students at many of the centres. There is every reason to believe that the educational opportunities offered by the University Extension system will be still more highly valued in future than in the past.

The lectures and classes have to be, as a rule, organised on a self-supporting basis. The individual energy which this state of things calls forth has been indispensable to the vitality of the movement. But the lack of a small measure of financial aid from public sources has prevented the local organisers from doing as much as they would have otherwise wished to do to bring University Extension teaching within the reach of many who cannot afford to pay their full quota towards the expenses of its maintenance.

What is needed is not any supersession of private initiative by public subsidy, but that degree of assistance from public funds which would just enable the local organisers to give continuity to their work, and to bring it more effectively within the reach of all who wish to profit by it. A relatively small grant from the Local Authority would enable this to be done. I would suggest, therefore, that the County Education Authority, in exercising the wide powers entrusted to it by the Education Act, should make, for an experimental period of three years, an annual grant of, say, £250 in aid of University Extension Lectures and Classes in the Administrative County of Derbyshire. The expenditure of

this grant might conveniently be entrusted to a Committee representing the existing University Extension Centres in the Administrative County. It would be desirable that on this Committee there should serve, say, two representatives of the County Education Authority. To this Committee, familiar with the conditions of University Extension work in Derbyshire, and fully competent to judge in what direction its further development is practicable, might be entrusted the duty of assigning grants in aid of the work in different centres.

The advantage of having a flexible method of distribution, instead of one based on hard and fixed lines, would be that the Joint Committee would be able to give help where it was most needed, to cause the prices for admission at the evening lectures to be fixed at a rate which would permit the attendance of students with narrow means, while at the same time securing to the work that element of permanence and continuity which would enhance its educational usefulness. A report, giving an exact account of the way in which the subsidy had been expended and full particulars of the work done at the different centres, should be presented by the Joint Committee to the County Education Authority at the close of each year's work. The actual needs of the different centres vary considerably. In a great number of them the most useful form of organisation is a fortnightly course of lectures and classes, with meetings of the Students' Association in the intervening weeks. Whether the lectures should be at weekly or fortnightly intervals, and whether the course should consist of six, twelve, or more lectures, are matters which would be wisely left to the discretion of the local organisers, subject to the approval of the suggested Joint Committee. But the latter should be in a position to give exceptional aid to any individual centre which specially deserved assistance, and to develop new centres in districts in which lectures and classes have not hitherto been established. A convenient basis for division of the grant might be found in assigning a certain sum in respect of each lecture and class; another, but somewhat smaller, sum in respect of each full meeting of the Students' Association; and a further amount in respect of every student who, after attending the course, should pass the examination held by the University at its close. At each aided centre there should be a local committee to superintend and organise the lectures and classes. The aided lectures should be held in the evening, and should be arranged in courses of not less than six lectures. A class should be held

after each lecture. A sufficient number of tickets at low rates of payment should be provided to enable the attendance of students of narrow means. The formation of a Students' Association should be encouraged at every centre. Special efforts should be made to encourage the attendance of persons engaged in teaching. A copy of the lecturer's and examiner's reports on each course should be supplied by the Joint Committee to the Education Authority.

I should add that the County Council of the North Riding of Yorkshire has decided to subsidise University Extension work in their area, and that the Technical Education Committee of the Borough of Chesterfield has paid the deficit each year on the University Extension Lectures given at that centre. This payment has been made out of the penny rate levied in the Borough, and the local University Extension Committee have thus been able to arrange for two courses of six lectures in the Autumn and Spring respectively, or for one continuous course of twelve lectures covering the same period. The Chesterfield Committee have been able to charge very low prices for admission in the case of working men and school teachers, with the result that the audience has been thoroughly representative. The Education Committee of the City of Bradford is similarly contributing this year £50 in aid of University Extension teaching for the general public.

CHAPTER XII.

FINANCIAL SUMMARY AND ESTIMATE OF EXPENSE.

The cost of carrying out *in its entirety* the plan suggested for the Committee's consideration in the foregoing report may be estimated as follows. In framing the estimate, I have endeavoured to provide for the work being done with real efficiency, believing that to be, in the circumstances, the true economy. The plan suggested in the report could be carried out in instalments.

(1) CHARGEABLE TO THE RATE FOR ELEMENTARY EDUCATION.

(a) Annual maintenance of higher grade elementary schools (pupils eleven to fifteen years of age) at—

Alfreton,
Belper,
Clay Cross (or, rather, for railway convenience, at North
Wingfield),
Heanor,
Ilkeston,
Long Eaton,
New Mills,
Swadlincote,
and perhaps Matlock.

I estimate the gross cost of maintenance at these schools at from £8 to £10 per head per annum. The Government grant would average from £2 10s. 6d. to £2 19s. 3d. per annum for each pupil going through the complete four years' course. To this should be added the fee grant of 10s. and 16s. 6d. from fees, the latter being calculated at 6d. a week* for a school year of forty-four weeks and twenty-five per cent. free places being allowed for. Assuming that the schools would earn the higher rate of grant, the cost of annual maintenance over and

* With permission from the Board of Education under Section 4 (1) of the Elementary Education Act, 1891.

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above these receipts would be from £3 14s. 3d. to £5 14s. 3d. per pupil in attendance. Thus, if a school contained 150 pupils, the net cost to rates for annual maintenance would be from £556 17s. 6d. to £856 17s. 6d.

The foregoing calculations are based upon the present requirement of the Board of Education that a higher elementary school should provide a four-year course. For reasons given on pp. 12-22, it would be better to arrange a three-year course from 12 to 15 years of age.

(b) Maintenance of upper departments to certain public elementary schools—

Bolsover,
Brailsford,
Sudbury,
and perhaps Matlock and Melbourne.

In these cases, owing to the smaller rate of Government grant, the net cost of annual maintenance per pupil in attendance would be about £6. In this calculation the relative smallness of some of the upper departments is taken into account. If, under Section 4 (1) of the Elementary Education Act, 1891, the Board of Education allowed a fee of 6d. a week to be charged, the net cost to rates would, of course, be reduced *pro tanto*.

(2) CHARGEABLE TO THE RATE FOR HIGHER EDUCATION.

(a) Annual grants to secondary schools, pupil teacher centres, and preparatory classes.*

Ashbourne:—

| | £ | £ |
|--|-----|-------|
| Grammar School | 800 | |
| Pupil Teacher Centre (20 P.T.'s yearly.) | 120 | |
| Preparatory Class (Two years, 10 P.T.'s yearly.) | 100 | |
| Hostel for Country P.T.'s (girls) ... | 300 | |
| | | 1,320 |

* These sums represent net amounts chargeable to rates when tuition fees and Government grants have been set against gross cost. In the case of a Pupil Teacher Centre the gross cost is estimated at £10 per head per annum. The Government grant being £7, the net cost for each of the two years would be £3. The corresponding figures for Preparatory Class are: Estimated gross cost, £9; Government grant, £4; and net cost, £5.

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| | | | | |
|--------------------------------|-----|-----|--------|-------|
| Bakewell:— | | | £ | £ |
| Lady Manners School | ... | ... | 1,000 | |
| Pupil Teacher Centre | ... | ... | 150 | |
| (25 P.T.'s yearly.) | | | | |
| Preparatory Class | ... | ... | 100 | |
| (Two years, 10 P.T.'s yearly.) | | | | |
| | | | — | 1,250 |
| Buxton:— | | | | |
| Pupil Teacher Centre | ... | ... | 120 | |
| (20 P.T.'s, girls, yearly.) | | | | |
| Preparatory Class | ... | ... | 200 | |
| (Two years, 20 girls, yearly.) | | | | |
| | | | — | 320 |
| Chesterfield:— | | | | |
| Boys' Grammar School | ... | ... | 590 | |
| Girls' High School | ... | ... | 500 | |
| Pupil Teacher Centres | ... | ... | 240 | |
| (40 P.T.'s yearly.) | | | | |
| Preparatory Class | ... | ... | 200 | |
| (Two years, 20 pupils yearly.) | | | | |
| | | | — | 1,530 |
| Dronfield:— | | | | |
| Grammar School | ... | ... | 150 | 150 |
| Duffield:— | | | | |
| Girls' Secondary School | ... | ... | 500 | 500 |
| [Pupil Teacher Centre, | | | | |
| 20 P.T.'s, girls, yearly.] | ... | | [120]* | |
| Glossop:— | | | | |
| Secondary School | ... | ... | 300 | |
| Pupil Teacher Centre | ... | ... | 90 | |
| (15 P.T.'s yearly.) | | | | |
| | | | — | 390 |
| Heanor:— | | | | |
| Preparatory Class | ... | ... | 75 | |
| (One year, 15 pupils.) | | | | |
| Pupil Teacher Centre | ... | ... | 90 | |
| (15 P.T.'s yearly.) | | | | |
| | | | — | 165 |

* This Pupil Teacher Centre could not be established until scholars who had passed through the whole school course were ready to enter it. The cost is therefore inserted in brackets and omitted from the total.

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| | | | | |
|------------------------|-----|-----|-----|-----|
| Ilkeston :— | | | £ | £ |
| Preparatory Class | ... | ... | 125 | |
| (One year, 25 pupils.) | | | | |
| Pupil Teacher Centre | ... | ... | 150 | |
| (25 P.T.'s yearly.) | | | | |
| | | | — | 275 |

| | | | | |
|------------------------|-----|-----|-----|-----|
| Long Eaton :— | | | | |
| Preparatory Class | ... | ... | 125 | |
| (One year, 25 pupils.) | | | | |
| Pupil Teacher Centre | ... | ... | 150 | |
| (25 P.T.'s yearly.) | | | | |
| | | | — | 275 |

| | | | | |
|------------------------|-----|-----|-----|-----|
| New Mills :— | | | | |
| Preparatory Class | ... | ... | 100 | |
| (One year, 20 pupils.) | | | | |
| Pupil Teacher Centre | ... | ... | 120 | |
| (20 P.T.'s yearly.) | | | | |
| | | | — | 220 |

| | | | | |
|-----------------------------|-----|-----|-----|-----|
| Staveley :— | | | | |
| Netherthorpe Grammar School | ... | ... | 150 | |
| Pupil Teacher Centre | ... | ... | 120 | |
| (20 P.T.'s yearly.) | | | | |
| | | | — | 270 |

| | | | | |
|------------------------|-----|-----|-----|-----|
| Swadlincote :— | | | | |
| Preparatory Class | ... | ... | 125 | |
| (One year, 25 pupils.) | | | | |
| Pupil Teacher Centre | ... | ... | 150 | |
| (25 P.T.'s yearly.) | | | | |
| | | | — | 275 |

| | | | | |
|----------------|-----|-----|-----|-----|
| Tideswell :— | | | | |
| Grammar School | ... | ... | 100 | 100 |

| | | | | |
|----------------|-----|-----|-----|-----|
| Wirksworth :— | | | | |
| Grammar School | ... | ... | 140 | 140 |

| | | | | |
|-------|--|--|-----|---------------|
| Total | | | ... | <u>£7,180</u> |
|-------|--|--|-----|---------------|

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(b) Annual grants in aid of technical education.

| | £ | £ |
|--|-------|-------|
| Agriculture (including Midland Agricultural and Dairy Institute) ... | 2,000 | |
| Mining | 1,150 | |
| Cookery, Domestic Economy, etc. ... | 600 | |
| | <hr/> | 3,750 |

(c) Evening schools 3,000

(d) University of Sheffield 1,500

(exclusive of payments made in respect of mining classes held in the county.)

(e) University Extension Lectures and Classes 250

(f) Scholarships—

One hundred minor scholarships [? 60 boys, 40 girls], tenable at secondary schools for four years (12-16), giving free tuition, and including allowance for books, railway fares (when necessary), and, in case of necessity, grants in aid of maintenance.

When in full operation (say) ... 6,000

Boarding allowances (say 10) at £27 per annum for four years ... 1,080

Ten prolongations of minor scholarships (16-18).

When in full operation (say) ... 300

Six major scholarships, tenable at Universities or other places of higher education, including higher technical colleges.

When in full operation (say) ... 900

Special Merit Scholarships (say) 100

£8,380

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| | | |
|---|-------|--------------|
| (g) Bursaries for (say) 170 intending pupil teachers (14-16)— | £ | £ |
| (say) 34 boys (first year, £12; second year, £15) ... | 918 | |
| (say) 136 girls (£5 a year for two years) | 1,360 | |
| | <hr/> | 2,278 |
| Total under (2) chargeable to rate for Higher Education ... | | <hr/> 26,338 |

(3) ESTIMATED CAPITAL EXPENDITURE ON BUILDINGS AND STRUCTURAL IMPROVEMENTS.*

| | |
|---|-------|
| | £ |
| Bakewell:— | |
| New Secondary School building and Pupil Teacher Centre | 6,000 |
| Buxton:— | |
| Pupil Teacher Centre | 200 |
| Chesterfield:— | |
| Boys' Grammar School | 300 |
| Girls' High School | 4,500 |
| and Pupil Teacher Centre | 2,000 |
| Dronfield:— | |
| Grammar School | 200 |
| Duffield:— | |
| Girls' Secondary School and Pupil Teacher Centre | 9,000 |
| Glossop:— | |
| Secondary School | 200 |
| Heanor:— | |
| Pupil Teacher Centre, with preparatory class, and structural improvement at the present school | 2,525 |

* It is to be hoped that, in view of the transitional nature of much of our educational work and policy, it may be found possible to effect considerable savings in respect of buildings by putting up parts of them in a form not meant to last many years. The following estimates, however, are based on the assumption that the buildings would have to be on the lines contemplated in the Board of Education's building rules. They do not include cost of sites.

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Ilkeston :—

Pupil Teacher Centre and preparatory class ... 3,375

Long Eaton :—

Pupil Teacher Centre and preparatory class ... 3,375

New Mills :

Pupil Teacher Centre and preparatory class ... 2,700

Staveley :—

Additions to Netherthorpe Grammar School for
P.T. Centre 1,000

Swadlincote :—

Pupil Teacher Centre with preparatory class ... 3,375

Wirksworth (?) 1,000

Total estimated capital expenditure ... £39,750

This does not include the higher elementary school buildings (apart from the building required for P.T. Centres and preparatory classes attached) or the accommodation required for upper departments of certain public elementary schools.

SUMMARY OF AMOUNTS ULTIMATELY CHARGEABLE TO HIGHER EDUCATION RATE IF THE WHOLE PLAN WERE CARRIED INTO EFFECT.

[It will be observed that the plan suggested in the foregoing report could be carried out in instalments with proportionate reduction in immediate outlay.]

| | £ |
|---|-------|
| Annual grants to secondary schools, pupil teacher centres, and preparatory classes | 7,180 |
| Scholarships, minor and major, with maintenance allowances when necessary | 8,380 |
| Bursaries for intending pupil teachers | 2,278 |
| Technical instruction (agriculture, mining, cookery, domestic economy, etc.) | 3,750 |
| Grant to the University of Sheffield in aid of its maintenance | 1,500 |

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| | | | |
|--|-----|-----|---------|
| University Extension lectures and classes ... | ... | £ | 250 |
| Evening schools ... | ... | ... | 3,000 |
| Annual charge for repayment of capital expenditure | ... | ... | 2,200 |
| (say) ... | ... | ... | 2,200 |
| | | | <hr/> |
| | | | £28,538 |
| | | | <hr/> |

| | | | |
|-------------------------------|-----|-----|---------|
| Customs and Excise Duties ... | ... | £ | 11,305 |
| 2d. rate (£10,043 × 2) ... | ... | ... | 20,086 |
| | | | <hr/> |
| | | | £31,391 |
| | | | <hr/> |

MICHAEL E. SADLER.

December, 1904.

APPENDICES.

APPENDIX A.

STATISTICAL TABLES.

| | 88 | 85 | 96 | 88 | 78 | 62 | 43 | 18 | 830 |
|-----------------------------|-----|----|----|----|----|----|----|----|-----|
| TOTALS (Boys and Girls) ... | 230 | 88 | 85 | 96 | 88 | 78 | 62 | 43 | 18 |

GRAND TOTALS (Boys and Girls in Public and Private Secondary Schools) ...

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-------|
| ... | 293 | 148 | 170 | 288 | 419 | 372 | 236 | 104 | 44 | 2,116 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-------|

Add Repton and Trent College ...

443

GRAND TOTAL ... 2,559

* Including the number of boys (42) in one school the statistics of which were not given in detail.

APPENDIX A—continued.

3. Number of Pupils in Public Secondary Schools in Derbyshire, classified according to the number of terms of school life completed on February 1st, 1904.

| NAME OF SCHOOL. | | Number of Pupils who have only completed the undermentioned number of Terms. | | | | | | | | | | | | | | | | | | Total. | | |
|---|--|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------|------------|-------|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | | 18 & over. | |
| BOYS' SECONDARY. | | | | | | | | | | | | | | | | | | | | | | |
| Queen Elizabeth's Grammar School, Ashbourne | | 6 | 4 | 1 | 2 | 10 | 4 | 3 | 3 | 1 | ... | 2 | 1 | 2 | 1 | 1 | ... | ... | ... | 1 | 42 | |
| Buxton Endowed School | | 6 | 13 | 8 | 5 | 11 | 3 | 2 | 7 | 7 | 3 | 4 | 3 | 2 | ... | ... | 1 | 2 | 1 | 2 | 86 | |
| Chesterfield Grammar School | | 14 | 22 | 6 | 11 | 16 | 3 | 6 | 12 | 5 | 6 | 7 | 2 | 1 | ... | 1 | 3 | 1 | 2 | 1 | 119 | |
| Risley Grammar School | | ... | 1 | 6 | ... | 1 | 2 | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 16 | |
| Tideswell Grammar School | | ... | 5 | 11 | 4 | 3 | 11 | 4 | ... | 4 | ... | 1 | 2 | 1 | ... | ... | ... | ... | ... | ... | 46 | |
| Wirksworth Grammar School | | ... | 5 | 7 | ... | 8 | 3 | 6 | 9 | ... | 1 | 2 | 1 | ... | ... | ... | 1 | ... | ... | ... | 43 | |
| Mount St. Mary's College | | ... | 49 | 9 | 7 | 44 | 24 | 3 | 12 | 1 | 5 | 2 | 9 | 4 | 1 | 2 | 3 | ... | 4 | 4 | ... | 183 |
| Totals ... | | 81 | 70 | 33 | 66 | 82 | 23 | 29 | 37 | 18 | 15 | 26 | 12 | 6 | 3 | 5 | 5 | 7 | 7 | 4 | 529 | |
| CO-EDUCATION SCHOOLS. | | | | | | | | | | | | | | | | | | | | | | |
| Lady Manners School, Bakewell | | ... | 15 | 23 | 24 | 11 | 14 | 7 | 8 | 11 | 4 | 3 | 5 | 2 | 6 | 3 | ... | 1 | 3 | 2 | 4 | 146 |
| County Secondary School, Clay Cross | | ... | ... | 40 | ... | ... | 30 | ... | ... | 9 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 79 | |
| Dronfield Grammar School | | ... | 3 | 15 | 3 | 7 | 16 | 5 | 5 | 6 | ... | 2 | 2 | ... | 1 | ... | ... | ... | ... | ... | 65 | |
| Glossop Secondary School | | ... | 1 | 1 | 25 | 1 | ... | 17 | ... | ... | 18 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 63 | |
| Hearon Secondary and Technical School | | ... | ... | 61 | 7 | 5 | 31 | 2 | 6 | 18 | ... | 1 | 1 | ... | ... | ... | 2 | ... | ... | ... | 134 | |
| Netherthorpe Grammar School | | ... | 7 | 33 | 8 | 11 | 17 | ... | 3 | 11 | 3 | 2 | 6 | ... | ... | ... | ... | ... | ... | ... | 101 | |
| New Mills Secondary and Technical School | | ... | ... | 11 | 21 | ... | ... | 14 | ... | 11 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 57 | |
| Totals ... | | 26 | 184 | 88 | 35 | 108 | 45 | 22 | 66 | 25 | 8 | 14 | 2 | 7 | 3 | 2 | 1 | 3 | 2 | 4 | 645 | |
| GIRLS' SECONDARY. | | | | | | | | | | | | | | | | | | | | | | |
| Chesterfield High School for Girls | | ... | 10 | 14 | 10 | 3 | 14 | 7 | 5 | 9 | 2 | 4 | 4 | 3 | 2 | 4 | 5 | ... | 1 | 1 | 14 | 112 |
| GRAND TOTALS | | ... | 117 | 268 | 131 | 104 | 204 | 75 | 56 | 112 | 45 | 27 | 44 | 17 | 15 | 10 | 12 | 6 | 11 | 10 | 22 | 1,286 |

APPENDIX B.

Curricula of Public Secondary Schools in Derbyshire.

SPRING TERM, 1904.

A.—BOYS' SCHOOLS.

B.—CO-EDUCATIONAL SCHOOLS.

C.—GIRLS' SCHOOL.

*[The amount of time devoted to each subject is shown in hours
and fractions of an hour.]*

A.—BOYS' SCHOOLS.
QUEEN ELIZABETH'S GRAMMAR SCHOOL,
ASHBOURNE.

| | Name or Number of Form. | | | | |
|---|---|------|------|------|------|
| | I. | II. | III. | IV. | V. |
| Number in Form | 6 | 9 | 12 | 9 | 6 |
| Average Age | 11'3 | 13'5 | 14'8 | 14'5 | 15'3 |
| RELIGIOUS KNOWLEDGE (including in Forms III.-V. Headmaster's talk to boys). | 1½ | 1½ | 1½ | 1½ | 1½ |
| ENGLISH : Language and Literature, including also Reading, Dictation, and Composition ... | 4½ | 4½ | 2 | 2 | 1½ |
| HISTORY AND GEOGRAPHY | 3½ | 3½ | 2½ | 2½ | 2½ |
| LANGUAGES : Latin | 2½ | 2½ | 3 | 3 | 3½ |
| French | 2 | 2 | 3½ | 3½ | 3½ |
| German | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... | ... |
| MATHEMATICS * | 7½ | 7½ | 6½ | 6½ | 6½ |
| NATURAL SCIENCE | ... | ... | ... | ... | ... |
| General Physical Science § | 1½ | 1½ | 2½ | 2½ | 2½ |
| Biology | ... | ... | 2½ | 2½ | 2½ |
| Shorthand † | ... | ... | 1½ | 1½ | 1½ |
| Book-keeping | ... | ... | ½ | ½ | ... |
| MUSIC | ... | ... | ... | ... | ... |
| Woodwork or other Manual Training | ... | ... | ... | ... | ... |
| Drawing and Geometry | 4½ | 4½ | 3 | 3 | 3 |
| Writing | ½ | ½ | ... | ... | ... |
| Drill | ½ | ½ | ½ | ½ | ½ |
| Gymnastics | ... | ... | ... | ... | ... |
| Extra | ... | ... | ½ | ½ | 1 |
| TOTAL | 29 | 29 | 29½ | 29½ | 29½ |
| Usual amount of Home Lessons | 1 | 1½ | 2 | 2 | 2 |
| Subjects for which Pupils are re-classified | Forms are grouped in all subjects owing to smallness of staff. | | | | |

The School is recognised by the Board of Education as a Secondary Day School, Division B., old regulations.

* In Junior Forms (I. and II.) this includes Tables and Mental Arithmetic.

§ Junior Forms take Scientific Object lessons and Mensuration with Geometrical Drawing.

† Boys who do not take Shorthand get 1½ hours more Geometry.

BUXTON ENDOWED SCHOOL.

| | Name or Number of Form. | | | | |
|--|-------------------------|------|-----|-----|-----|
| | II. | III. | IV. | V. | VI. |
| Number in Form | 12 | 15 | 20 | 18 | 15 |
| RELIGIOUS KNOWLEDGE | 1 | 2½ | 2½ | 2½ | 2½ |
| ENGLISH : Language and Literature, including also Reading, Dictation and Com- position | 4½ | 4½ | 1½ | 2½ | 2½ |
| HISTORY AND GEOGRAPHY | 3 | 3 | 3 | 3 | 3 |
| LANGUAGES : | | | | | |
| Latin | 2½ | 3 | 4½ | 3 | 3 |
| French | 2½ | 4 | 5 | 2½ | 2½ |
| German | 1½ | 1½ | 1½ | 1½ | 1½ |
| Greek | 1½ | 1½ | 1½ | 1½ | 1½ |
| MATHEMATICS | 8 | 6 | 5 | 10 | 10 |
| NATURAL SCIENCE | 2 | ... | ... | ... | ... |
| Physics | ... | ... | ... | ... | 2 |
| Chemistry | ... | 2 | 2 | 4 | 4 |
| Botany | ... | ... | ... | ... | ... |
| MUSIC * | ... | ... | ... | ... | ... |
| Woodwork or other Manual Training† | ... | ... | ... | ... | ... |
| Drawing | 1½ | 1½ | 3 | 1½ | ... |
| Writing | 1½ | ... | ... | ... | ... |
| Drill | ½ | ½ | ½ | ½ | ½ |
| Gymnastics | ½ | ½ | ½ | ½ | ½ |
| TOTAL | 31 | 30½ | 30½ | 33½ | 33½ |
| Usual amount of Home Lessons | 1 | 2 | 2 | 2 | 2 |
| Subjects for which Pupils are re-classified | German and Greek. | | | | |

* Boys desiring to learn music have two half-hour lessons a week.

† Two hours each week are set apart for boys wishing to join the workshops.

CHESTERFIELD GRAMMAR SCHOOL.

| | Name and Number of Form. | | | | | | |
|--|------------------------------------|------------------|------------------|------------------|-------------------|------------------|-----------------|
| | I. | II. | III. | IV. | V. | Rem. | VI. |
| Number in Form | 14 | 11 | 23 | 23 | 24 | 14 | 10 |
| Average Age | 10 $\frac{1}{2}$ | 12 $\frac{1}{2}$ | 13 $\frac{1}{3}$ | 13 $\frac{2}{3}$ | 14 $\frac{1}{4}$ | 15 $\frac{1}{3}$ | 16 |
| RELIGIOUS KNOWLEDGE | 1 $\frac{1}{3}$ | 1 $\frac{1}{3}$ | 1 $\frac{1}{3}$ | 1 $\frac{1}{3}$ | 1 $\frac{1}{2}$ | 1 $\frac{5}{12}$ | ... |
| ENGLISH : | | | | | | | |
| Language and Literature, including also Reading, Dictation, and Composition ... | 8 $\frac{1}{8}$ | 8 $\frac{1}{8}$ | 4 $\frac{1}{4}$ | 4 $\frac{3}{4}$ | 4 $\frac{1}{2}$ | 2 $\frac{5}{8}$ | 4 $\frac{1}{4}$ |
| HISTORY AND GEOGRAPHY | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{2}{3}$ | 2 $\frac{5}{6}$ | 2 $\frac{3}{4}$ | 2 $\frac{3}{4}$ | 2 $\frac{3}{4}$ |
| LANGUAGES : | | | | | | | |
| Latin | 2 | 2 | 2 $\frac{5}{6}$ | 2 $\frac{2}{3}$ | 2 $\frac{2}{3}$ | 2 $\frac{2}{3}$ | 2 $\frac{5}{6}$ |
| French | 4 $\frac{1}{4}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{2}{3}$ | 2 $\frac{1}{2}$ | 2 $\frac{2}{3}$ | 2 $\frac{2}{3}$ |
| German | ... | ... | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... | ... | ... | ... |
| MATHEMATICS | 4 | 4 | *5 $\frac{1}{2}$ | *5 $\frac{1}{2}$ | 4 $\frac{1}{2}$ | †8 | †8 |
| NATURAL SCIENCE : | | | | | | | |
| Physics | ... | ... | 2 $\frac{1}{6}$ | 2 $\frac{1}{6}$ | 2 $\frac{5}{6}$ | 2 $\frac{5}{6}$ | 2 $\frac{5}{6}$ |
| Chemistry | ... | ... | 2 $\frac{1}{6}$ | 2 $\frac{1}{6}$ | 2 $\frac{5}{6}$ | 2 $\frac{5}{6}$ | 2 $\frac{5}{6}$ |
| Botany | ... | ... | ... | ... | ... | ... | ... |
| MUSIC ‡ | ... | ... | ... | ... | ... | ... | ... |
| Woodwork or other Manual Training ... | ... | ... | 2 | 2 | 2 | ... | ... |
| Drawing | 1 $\frac{1}{3}$ | 1 $\frac{1}{3}$ | 3 $\frac{1}{2}$ | 3 | 2 $\frac{5}{6}$ | 2 $\frac{5}{6}$ | 2 $\frac{5}{6}$ |
| Writing | 1 $\frac{1}{3}$ | 1 $\frac{1}{3}$ | § | § | ... | ... | ... |
| Drill ** | ... | ... | ... | ... | ... | ... | ... |
| Gymnastics §§ | ... | ... | ... | ... | ... | ... | ... |
| TOTAL | 26 | 24 $\frac{1}{2}$ | 29 $\frac{1}{3}$ | 29 $\frac{1}{3}$ | 29 $\frac{7}{12}$ | 29 | 29 |
| Usual amount of home lessons | 1 | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 2 | 2 | 2 |
| Subjects for which Pupils are re-classified ... | Some slight alterations for Latin. | | | | | | |

The School is recognised by the Board of Education as a Secondary Day School (Division A, old Regulations).

* More Arithmetic than in Form V.

† Including Mechanics and Trigonometry.

‡ Two terms every year there is vocal music out of school hours.

§ Occasional with Dictation.

** Drill is taken out of school hours.

§§ Gymnastics are taken out of school hours in Forms III.-VI.

RISLEY GRAMMAR SCHOOL.

| | Name or Number of Form. | | | |
|--|-------------------------|------------------|-------------------|-------------------|
| | III. | IV. | V. | VI. |
| Number in Form | 3 | 6 | 4 | 3 |
| Average Age | 11 $\frac{1}{2}$ | 13 | 13 $\frac{5}{12}$ | 13 $\frac{5}{12}$ |
| RELIGIOUS KNOWLEDGE | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ |
| ENGLISH : | | | | |
| Language and Literature, including also Reading, * Dictation, and Composition ... | 3 | 3 | 1 | 1 |
| HISTORY AND GEOGRAPHY | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ |
| LANGUAGES : | | | | |
| Latin† | ... | ... | 2 | 2 |
| French† | 6 $\frac{1}{2}$ | 8 $\frac{1}{2}$ | 7 $\frac{1}{2}$ | 7 $\frac{1}{2}$ |
| German | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... |
| MATHEMATICS | 7 | 6 $\frac{1}{2}$ | 7 $\frac{1}{2}$ | 7 $\frac{1}{2}$ |
| NATURAL SCIENCE : | | | | |
| Physics | ... | ... | ... | ... |
| Chemistry | ... | ... | ... | ... |
| Botany | ... | ... | ... | ... |
| BOOK-KEEPING | ... | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ |
| MUSIC | ... | ... | ... | ... |
| Woodwork or other Manual Training | ... | ... | ... | ... |
| Drawing | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ |
| Writing | 2 $\frac{1}{2}$ | ... | ... | ... |
| Drill | ... | ... | ... | ... |
| Gymnastics | ... | ... | ... | ... |
| TOTAL | 23 $\frac{1}{2}$ | 23 $\frac{1}{2}$ | 23 $\frac{1}{2}$ | 23 $\frac{1}{2}$ |
| Subjects for which Pupils are re-classified§ | | | | |

* The Geography, English History, English Grammar, Old and New Testament lessons, serve as Reading lessons.

† The disproportion between the hours devolved to Latin and French is apparent rather than real. The pupils prepare their French work in school; their Latin work at home.

§ The School Classes are based on the Latin acquirements of the pupils. Forms IV. and III. (except one little boy) do no Latin.

TIDESWELL GRAMMAR SCHOOL.

| | Name or Number of Form. | | | | |
|---|--------------------------------|------|------|------|------|
| | I. | II. | III. | IV. | V. |
| Number in Form | 5 | 4 | 7 | 18 | 12 |
| Average Age | 10'2 | 11'5 | 13'1 | 13'2 | 14'8 |
| RELIGIOUS KNOWLEDGE... .. | 1½ | 1 | 1 | 1 | 1 |
| ENGLISH : Language and Literature, including also Reading, Dictation, and Composition ... | 7 | 3 | 2 | 2 | 2 |
| HISTORY AND GEOGRAPHY | 2½ | 2 | 2 | 2 | 2 |
| LANGUAGES : Latin | ... | 2 | 2 | 2 | 2 |
| French... .. | ... | 2 | 2 | 2 | 2 |
| German | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... | ... |
| MATHEMATICS | 10½ | 8½ | 8½ | 8½ | 9½ |
| NATURAL SCIENCE : Physics | ... | 2 | 3 | 3 | 1 |
| Chemistry | ... | 3 | 3 | 3 | 3 |
| Botany... .. | ... | ... | ... | ... | ... |
| MUSIC | ... | ... | ... | ... | ... |
| Woodwork or other Manual Training ... | ... | ... | ... | ... | ... |
| Drawing | 2 | 2 | 2 | 2 | 3 |
| Writing | 2 | ... | ... | ... | ... |
| Drill | 1 | 1 | 1 | 1 | 1 |
| Gymnastics | ... | ... | ... | ... | ... |
| TOTAL | 26½ | 26½ | 26½ | 26½ | 26½ |
| Subjects for which Pupils are re-classified | Mathematics, Science, English. | | | | |

WIRKSWORTH GRAMMAR SCHOOL.

| | Name or Number of Form. | | | | | |
|---|-------------------------|------------------|------------------|------------------|-----------------|-----------------|
| | I. | II. | III. | IV. | V. | VI. |
| Number in Form | 8 | 11 | 7 | 5 | 9 | 3 |
| Average Age | 11'1 | 12'9 | 13'10 | 14 | 14'3 | 15 |
| RELIGIOUS KNOWLEDGE * | ... | ... | ... | ... | ... | ... |
| ENGLISH : Language and Literature, including also Reading, Dictation, and Com- position | 8 | 2 | 2 | 2 | 3 | 3 |
| HISTORY AND GEOGRAPHY | 4 $\frac{3}{4}$ | 2 $\frac{3}{4}$ | 2 $\frac{3}{4}$ | 2 $\frac{3}{4}$ | 3 $\frac{1}{2}$ | 3 $\frac{1}{2}$ |
| LANGUAGES : Latin | 1 | 2 | 2 | 2 $\frac{1}{2}$ | 3 | 3 |
| French | 3 | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ |
| German | ... | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... | ... | ... |
| MATHEMATICS | 6 | 7 | 6 $\frac{1}{2}$ | 6 $\frac{1}{2}$ | 9 | 9 |
| NATURAL SCIENCE : Physics | ... | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | ... | ... |
| Chemistry | ... | 3 $\frac{1}{2}$ | 3 | 3 | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ |
| Botany | ... | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ |
| Zoology | ... | ... | ... | ... | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ |
| Re-capitulate | ... | 1 | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ |
| MUSIC | ... | ... | ... | ... | ... | ... |
| Woodwork or other Manual Training | ... | 2 | 2 | 2 | ... | ... |
| Drawing | 3 $\frac{1}{2}$ | 2 | 2 | 2 | ... | ... |
| Writing | 3 | ... | ... | ... | ... | ... |
| Shorthand | ... | 2 | 2 | 2 | 2 | 2 |
| Drill | ... | ... | ... | ... | ... | ... |
| Gymnastics | ... | ... | ... | ... | ... | ... |
| TOTAL | 29 | 31 $\frac{3}{4}$ | 31 $\frac{1}{4}$ | 31 $\frac{3}{4}$ | 32 | 32 |
| Usual amount of Home Lessons | 1 | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{3}{4}$ | 1 $\frac{3}{4}$ |
| Subjects for which Pupils are re- classified | None. | | | | | |

The School is recognised by the Board of Education as a Secondary Day School (Division A, old regulations).

* Ten minutes for Prayers every morning.

MOUNT ST. MARY'S COLLEGE, NR. CHESTERFIELD.

| | Name or Number of Form. | | | | | | | | | |
|---|-------------------------|-----------|-------------|------------|------|-----|-------|------------------|------------------|------------------|
| | II. El. | I. El. | II. Fig. | I. Fig. | Rud. | Grd | Synt. | II. Poet. | Poet. | Rhet. |
| Number in Form | 29 | 24 | 27 | 24 | 23 | 12 | 15 | 15 | 9 | 5 |
| Average Age | 10 | 12 | 12 | 13 | 14 | 13 | 16 | 15 | 17 | 17 |
| RELIGIOUS KNOWLEDGE... .. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| ENGLISH : Language and Literature, includ- ing also Reading, Dictation, and Composition | 8 | 9 | 9 | 8 | 8 | 8 | 8 | 8½ | 8½ | 8½ |
| HISTORY AND GEOGRAPHY | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2-3 | 2-3 | 2-3 |
| LANGUAGES : | | | | | | | | | | |
| Latin | 9 | 10 | 10 | 9 | 8½ | 8½ | 8 | 8 | 8 | 8 |
| French... .. | 4 | 4½ | 4½ | 4 | 4 | 4 | 4 | 3 | 3 | 3 |
| German | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | 5 | 5 | 6 | 8 | ... | 8 | 8 |
| MATHEMATICS (Pure) | 9 | 9 | 9 | 9 | 10 | 10 | 10 | 10 | 10 | 10 |
| NATURAL SCIENCE (Mechanics) | ... | ... | ... | ... | ... | ... | 4 | ... | 4 | 4 |
| Physics | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Chemistry | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Botany | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| MUSIC* | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Woodwork and other Manual Training | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Drawing† | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Writing | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Drill and Gymnastics‡ | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL§ | 34 | 37½ | 37½ | 39 | 39½ | 40½ | 46 | 33½ to 34½ | 45½ to 46½ | 45½ to 46½ |
| Subjects for which Pupils are re- classified | Mathematics. | | | | | | | | | |

* Regular Lessons and Practice for 50 boys.

† Three hours Drawing per week for 35-40 boys.

‡ Drill is taken twice a week throughout the school, and there is a Gymnasium used by about 60 pupils.

§ The totals do not include the time spent by certain boys in music, drawing, and practice in the gymnasium, and by the whole school in drill.

B.—CO-EDUCATIONAL SCHOOLS.

LADY MANNERS SCHOOL, BAKEWELL.

| | I. | II. | III. | IVB. | IVA. | VB. | VA. | VIB. | VIA. |
|--|--|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Number in Form | 6 | 19 | 26 | 30 | 28 | 16 | 8 | 8 | 5 |
| Average Age | 8 $\frac{1}{2}$ | 11 $\frac{1}{2}$ | 12 $\frac{1}{2}$ | 13 $\frac{1}{2}$ | 14 $\frac{1}{2}$ | 15 $\frac{1}{2}$ | 15 $\frac{1}{2}$ | 16 $\frac{1}{2}$ | 16 $\frac{1}{2}$ |
| RELIGIOUS KNOWLEDGE † | 2 | 2 | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 2 | 2 | † |
| ENGLISH : | | | | | | | | | |
| Language and Literature, including also Reading, Dictation, and Composition | 8 $\frac{1}{2}$ | 8 $\frac{1}{2}$ | 3 $\frac{1}{2}$ | 3 $\frac{1}{2}$ | 3 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 | 2 | ... |
| HISTORY AND GEOGRAPHY | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | ... |
| LANGUAGES : | | | | | | | | | |
| Latin ** | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| French | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 4 | 4 | 4 | 4 $\frac{1}{2}$ | 4 $\frac{1}{2}$ | 5 $\frac{1}{2}$ | ... |
| German | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| MATHEMATICS | 4 $\frac{1}{2}$ | 4 $\frac{1}{2}$ | 6 | 6 | 6 | 6 | 6 | 5 $\frac{1}{2}$ | ... |
| NATURAL SCIENCE | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | ... | ... | ... | ... | ... | ... | ... |
| Physics | ... | ... | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 3 $\frac{1}{2}$ | 3 $\frac{1}{2}$ | 3 $\frac{1}{2}$ | ... |
| Chemistry | ... | ... | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 3 $\frac{1}{2}$ | 3 $\frac{1}{2}$ | 3 $\frac{1}{2}$ | ... |
| Botany | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| MUSIC (Vocal) § § | I | I | ... | ... | ... | ... | ... | ... | ... |
| Woodwork or other Manual Training ... | 1 $\frac{1}{2}$ * | 1 $\frac{1}{2}$ * | 2* | 2* | 2* | ... | ... | ... | ... |
| Drawing | 1 $\frac{1}{2}$ | 1 $\frac{1}{2}$ | 2 | 2 | 1 $\frac{1}{2}$ | 2 | 2 | 2 | ... |
| Writing | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Cookery † † | 1 $\frac{1}{2}$ § | 1 $\frac{1}{2}$ § | 2§ | 2§ | 2§ | ... | ... | ... | ... |
| Needlework † † | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Drill | I | I | I | I | I | I | I | I | I |
| Gymnastics † † | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL | 26 | 26 | 27 $\frac{1}{2}$ | 27 $\frac{1}{2}$ | 27 $\frac{1}{2}$ | 27 $\frac{1}{2}$ | 27 $\frac{1}{2}$ | 27 $\frac{1}{2}$ | 27 $\frac{1}{2}$ |
| Usual amount of Home Lessons ... | From half-an-hour nightly in Forms I and 2 to 1 $\frac{1}{2}$ hours in top forms. | | | | | | | | |
| Subjects for which Pupils are re- classified | None. | | | | | | | | |

The School is recognised by the Board of Education as a Secondary Day School (Division A, old regulations).

* Boys only. § Girls only.

† A few do not take this subject owing to conscientious objections of parents.

‡ Form VIA. consists of those pupils who have matriculated and who are all allowed to specialise.

** Latin is optional throughout the School ; those who take it have 1 $\frac{1}{2}$ hours less French and give to it in addition 1 $\frac{1}{2}$ hours extra time.

§ § Lessons in instrumental music can be arranged for as an extra.

† † Cookery is taken in the winter ; needlework in the summer.

‡ ‡ Gymnastics is an optional subject and has to be paid for as an extra ; about 20 boys take it for one hour a week. About 24 boys practice rifle shooting on short range, and 3 or 4 on long range.

186 REPORT ON SECONDARY AND HIGHER EDUCATION.

COUNTY SECONDARY SCHOOL, CLAY CROSS.

| | Name or Number of Form. | | | | |
|---|-------------------------|------------------------|------------------------|------------------------|----------------------|
| | 1st year (Boys). | 1st year (Girls). | 2nd year (Boys). | 2nd year (Girls). | Adv. 3rd year. |
| Number in Form | 14 | 26 | 19 | 11 | 9 |
| Average Age | 13 $\frac{1}{2}$ | 13 $\frac{3}{8}$ | 14 $\frac{1}{2}$ | 14 $\frac{5}{8}$ | 15 $\frac{1}{2}$ |
| RELIGIOUS KNOWLEDGE | ... | ... | ... | ... | ... |
| ENGLISH : Language and Literature, includ- ing also Reading, Dictation, and Composition | 2 $\frac{2}{3}$ | 2 $\frac{2}{3}$ | 2 $\frac{1}{3}$ | 2 $\frac{1}{3}$ | 2 $\frac{1}{3}$ |
| HISTORY AND GEOGRAPHY | 2 $\frac{2}{3}$ | 2 $\frac{2}{3}$ | 3 $\frac{1}{3}$ | 3 $\frac{1}{3}$ | 2 $\frac{1}{3}$ |
| LANGUAGES : Latin | ... | ... | ... | ... | ... |
| French | 3 | 3 | 3 | 3 | 3 $\frac{3}{4}$ |
| German | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... | ... |
| MATHEMATICS * | 5 $\frac{1}{3}$ | 5 $\frac{1}{3}$ | 6 | 6 | 6 |
| NATURAL SCIENCE : Physics | 3 $\frac{3}{4}$ | 3 $\frac{3}{4}$ | 4 | 4 | 4 $\frac{1}{2}$ |
| Chemistry | 3 | 3 | 3 | 3 | 4 |
| Botany | ... | ... | ... | ... | ... |
| MUSIC | ... | ... | ... | ... | ... |
| Woodwork or other Manual Training | 2 | ... | 2 | ... | ... |
| Drawing | 2 | 2 | 2 | 2 | 2 |
| Writing | ... | ... | ... | ... | ... |
| Cookery | ... | 2 $\frac{1}{2}$ | ... | 2 $\frac{1}{2}$ | ... |
| Domestic Economy | ... | ... | ... | ... | ... |
| Needlework | ... | 2 $\frac{1}{2}$ | ... | 2 $\frac{1}{2}$ | ... |
| Drill | ... | ... | ... | ... | ... |
| Gymnastics | ... | ... | ... | ... | ... |
| TOTAL | 24 $\frac{2}{3}$ | 24 $\frac{2}{3}$ | 25 $\frac{1}{3}$ | 25 $\frac{1}{3}$ | 24 $\frac{2}{3}$ |
| Usual amount of Home Lessons | $\frac{3}{4}$ to 1 hr. | $\frac{3}{4}$ to 1 hr. | $\frac{3}{4}$ to 1 hr. | $\frac{3}{4}$ to 1 hr. | 1 $\frac{1}{2}$ hrs. |
| Subjects for which Pupils are re-classified | None. | | | | |

The School is recognised by the Board of Education as a Secondary Day School (Division A, old regulations).

* Including Plane Geometry.

§ Cookery and Needlework, each for six months of the year.

DRONFIELD GRAMMAR SCHOOL.

| | | | | | | | | Name or Number of Form. | | | | | | | | |
|---|--|--|--|--|--|--|--|-------------------------|------|------|------|------|------|------|--|--|
| | | | | | | | | Preparatory. | | | | | | | | |
| | | | | | | | | I | 2 | 3 | I. | II. | III. | IV. | | |
| Number in Form | | | | | | | | 3 | 7 | 10 | 23 | 17 | 3 | 2 | | |
| Average Age | | | | | | | | 8·6 | 10·9 | 12·2 | 12·5 | 13·3 | 14 | 14·5 | | |
| RELIGIOUS KNOWLEDGE | | | | | | | | 2 | 2 | 2 | 1½ | 1½ | 1½ | 1½ | | |
| ENGLISH : Language and Literature, including also Reading, Dictation, and Composition ... | | | | | | | | 7 | 6 | 6 | 3½ | 3½ | 2½ | 2½ | | |
| HISTORY AND GEOGRAPHY | | | | | | | | 3½ | 3½ | 3½ | 1½ | 1½ | 1½ | 1½ | | |
| LANGUAGES : Latin | | | | | | | | ... | ... | ... | 2½ | 2½ | 2½ | 2½ | | |
| French | | | | | | | | ... | 2½ | 2½ | 2½ | 2½ | 2½ | 2½ | | |
| German | | | | | | | | ... | ... | ... | ... | ... | ... | ... | | |
| Greek | | | | | | | | ... | ... | ... | ... | ... | ... | ... | | |
| | | | | | | | | Arithmetic. | | | | | | | | |
| MATHEMATICS | | | | | | | | 6 | 5 | 5 | 4½ | 4½ | 5 | 5 | | |
| NATURAL SCIENCE : Physics | | | | | | | | ... | ... | ... | 3 | 2½ | 3 | 3 | | |
| Chemistry | | | | | | | | ... | ... | ... | 2½ | 2½ | 3 | 3 | | |
| Botany | | | | | | | | ... | ... | ... | ... | ... | ... | ... | | |
| MUSIC | | | | | | | | I | I | I | ... | ... | ... | ... | | |
| Woodwork or other Manual Training ... | | | | | | | | ... | ... | ... | 2½* | 2½* | 2½* | 2½* | | |
| Drawing | | | | | | | | 1½ | 1½ | 1½ | 3 | 4½ | 3½ | 3½ | | |
| Writing | | | | | | | | 3½ | 2½ | 2½ | ... | ... | ... | ... | | |
| Cookery | | | | | | | | ... | ... | ... | ... | ... | ... | ... | | |
| Extra Subjects (boys) | | | | | | | | 2½* | 2½* | 2½* | ... | ... | ... | ... | | |
| Needlework | | | | | | | | 2½† | 2½† | 2½† | 2½† | 2½† | 2½† | 2½† | | |
| Drill | | | | | | | | 1½ | 1½ | 1½ | 1½ | 1½ | 1½ | 1½ | | |
| Gymnastics | | | | | | | | 1½ | 1½ | 1½ | 1½ | 1½ | 1½ | 1½ | | |
| TOTAL | | | | | | | | 27½ | 27½ | 27½ | 28½ | 28½ | 28½ | 28½ | | |
| Usual amount of Home Lessons | | | | | | | | I | I | I | 1½ | 1½ | 1½ | 1½ | | |
| Subjects for which Pupils are re-classified ... | | | | | | | | None. | | | | | | | | |

The School is recognised by the Board of Education as a Secondary Day School (Division A., old regulations), Forms I., II., III., and IV. corresponding to the four years of the Secondary Day School Course.

* Boys only.

† Girls only. In Forms 1, 2, and 3, while the girls do Needlework the boys do extra Arithmetic and Drawing.

GLOSSOP SECONDARY SCHOOL.

| | Name or Number of Form. | | |
|---|-------------------------|-----------|-----------|
| | 1st year. | 2nd year. | 3rd year. |
| Number in Form... .. | 27 | 17 | 19 |
| RELIGIOUS KNOWLEDGE | ... | ... | ... |
| ENGLISH : Language and Literature, including also Reading, Dictation, and Composition | 3 | 1 | 1½† |
| HISTORY AND GEOGRAPHY | 3 | 3 | 3 |
| LANGUAGES : | | | |
| Latin | ... | 2½† | 2½† |
| French | 3 | 3 | 3 |
| German | ... | 2½† | 2½† |
| Greek | ... | ... | ... |
| MATHEMATICS | 7 | 6 | 6½ |
| NATURAL SCIENCE : | | | |
| Physics | 3 | 3 | 3½ |
| Chemistry... .. | 3 | 3 | 3½ |
| Botany | ... | ... | ... |
| MUSIC | ... | ... | ... |
| Woodwork or other Manual Training | 2* | 2* | 2* |
| Drawing | 1½ | 1½ | 1½ |
| Writing | ... | ... | ... |
| Cookery | 2§ | ... | ... |
| Domestic Economy | ... | ... | ... |
| Needlework | ... | 2§ | 2§ |
| Drill | ... | ... | ... |
| Gymnastics | ... | ... | ... |
| TOTAL | 27½ | 27½ | 29½ |
| Usual amount of Home Lessons | 2 | 2 | 2 |
| Subjects for which Pupils are re-classified ... | | | |

The School is recognised by the Board of Education as a Secondary Day School (Division A., old regulations), but a 4th Year Class had not yet been formed in the Spring of 1904.

* Boys only.

§ Girls only.

† Latin and German are alternatives.

‡ There is an Evening Reading Class for the 3rd Year Students.

HEANOR SECONDARY AND TECHNICAL SCHOOL

| | Name or Number of Form. | | | | |
|---|-------------------------|------------------------------|------------------------------|-----------------------|-----------------------|
| | Juniors. | 1st year Elemen- tary. | 2nd year Elemen- tary. | 1st year Advanced. | 2nd year Advanced. |
| Number in Form | 23 | 59 | 33 | 13 | 6 |
| Average Age | 12 | 12·5 | 13·8 | 14·5 | 14·5 |
| RELIGIOUS KNOWLEDGE | 1 | 1 | 1 | 1 | 1 |
| ENGLISH : Language and Literature, includ- ing also Reading, Dictation, and Composition | 3½ | 2½ | 2 | 2 | 2½ |
| HISTORY AND GEOGRAPHY | 4 | 2 | 2 | 2 | 6 |
| LANGUAGES : Latin | ... | ... | ... | 1½ | ... |
| French | 2 | 2½ | 3 | 2½ | 2½ |
| German | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... | ... |
| MATHEMATICS | 6 | 5½ | 5 | 6 | 6 |
| NATURAL SCIENCE : Physics | 3 | 2½ | 3 | 2½ | 3½ |
| Chemistry | ... | 2½ | 3 | 3 | 3 |
| Botany and Natural History | 1½ | ... | ... | ... | ... |
| GEOMETRY | ... | 1½ | 1½ | ... | ... |
| SHORTHAND | 2 | 2 | 1 | 1 | ... |
| Woodwork or other Manual Training... | ... | 2* | 2* | 2 | ... |
| Drawing | 4 | 2½ | 3½ | 3½ | 3 |
| Writing | ... | ... | ... | ... | ... |
| Cookery | ... | 2† | ... | ... | ... |
| Domestic Economy | ... | ... | ... | ... | ... |
| Needlework | ... | ... | 2† | ... | ... |
| Drill | ½ | 1 | ½ | ½ | ... |
| Gymnastics | ... | ... | ... | ... | ... |
| TOTAL | 27½ | 27½ | 27½ | 27½ | 27½ |
| Usual amount of Home Lessons... | ½ | ¾ | ¾ | 1 | 1 to 1½ |
| Subjects for which Pupils are re- classified | | | | | |

The School is recognised by the Board of Education as a Secondary Day School (Division A., old regulations). The classes are as follows:—Juniors, 1st Year Elementary Course, 2nd Year Elementary Course, 1st Year Advanced Course, and 2nd Year Advanced Course. The last is designed for a small class of students preparing for the Intermediate County Scholarship Examination.

* Boys only. † Girls only.

NETHERTHORPE GRAMMAR SCHOOL.

| | Name or Number of Form | | | | | |
|---|------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | I. | II. | III. | IV. | V. | VI. |
| Number in Form | 12 | 13 | 27 | 20 | 17 | 12 |
| Average Age | 9 | 11 | 13 | 14 | 15 | 15 |
| RELIGIOUS KNOWLEDGE | ... | ... | $\frac{3}{4}$ | $\frac{3}{4}$ | $\frac{3}{4}$ | ... |
| ENGLISH : Language and Literature, including also Reading, Dictation, and Composition ... | 4 | 4 | $1\frac{1}{2}$ | $1\frac{1}{2}$ | $1\frac{1}{2}$ | $2\frac{1}{2}$ |
| HISTORY AND GEOGRAPHY | 2 | 2 | 3 | 3 | 3 | 3 |
| LANGUAGES : | | | | | | |
| Latin | ... | ... | ... | ... | ... | ... |
| French | $1\frac{1}{2}$ | $1\frac{1}{2}$ | $1\frac{1}{2}$ | $1\frac{1}{2}$ | $1\frac{1}{2}$ | 3 |
| German | ... | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... | ... | ... |
| MATHEMATICS | $11\frac{1}{2}$ | $11\frac{1}{2}$ | $4\frac{1}{2}$ | $4\frac{1}{2}$ | $4\frac{1}{2}$ | 9 |
| NATURAL SCIENCE : | | | | | | |
| Physics | ... | ... | 3 | 3 | 3 | 6 |
| Chemistry | ... | ... | 3 | 3 | 3 | 3 |
| Botany | ... | ... | ... | ... | ... | ... |
| MUSIC | ... | ... | ... | ... | ... | ... |
| Woodwork or other Manual Training | ... | ... | 2 | 2 | 2 | ... |
| Drawing | $4\frac{1}{2}$ | $4\frac{1}{2}$ | $4\frac{1}{2}$ | $4\frac{1}{2}$ | $4\frac{1}{2}$ | ... |
| Writing | 1 | 1 | ... | ... | ... | ... |
| Cookery | ... | ... | ... | ... | ... | ... |
| Commercial | ... | ... | 3 | 3 | 3 | ... |
| Needlework | ... | ... | ... | ... | ... | ... |
| Drill | $\frac{1}{2}$ | $\frac{1}{2}$ | ... | ... | ... | ... |
| Gymnastics | ... | ... | ... | ... | ... | ... |
| TOTAL | 25 | 25 | $26\frac{3}{4}$ | $26\frac{3}{4}$ | $26\frac{3}{4}$ | $26\frac{1}{2}$ |
| Usual amount of Home Lessons | ... | $\frac{1}{2}$ | 1 | 1 | $1\frac{1}{2}$ | $1\frac{1}{2}$ |
| Subjects for which Pupils are re-classified ... | None. | | | | | |

The School is recognised by the Board of Education as a Secondary Day School (Division A., old regulations).

NEW MILLS SECONDARY AND TECHNICAL
SCHOOL.

| | Name or Number of Form. | | | | | |
|---|-------------------------|--------------|-------------|--------------|-------------|--------------|
| | 1ST YEAR. | | 2ND YEAR. | | 3RD YEAR. | |
| Number in Form | 32 | | 14 | | 11 | |
| Average Age | 12·75 | | 14 | | 14·8 | |
| RELIGIOUS KNOWLEDGE | Boys. 1½ | Girls. 1½ | Boys. 1½ | Girls. 1½ | Boys. 1½ | Girls. 1½ |
| ENGLISH : | | | | | | |
| Language and Literature, including also Reading, Dictation, and Composition§ ... | 2½ | 2½ | 2½ | 2½ | 1½ | 1½ |
| HISTORY AND GEOGRAPHY... .. | 2 | 2 | 2 | 2 | 2½ | 2½ |
| LANGUAGES : | | | | | | |
| Latin | ... | ... | ... | ... | ... | ... |
| French | 4 | 4 | 4½ | 4½ | 4 | 4 |
| German | ... | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... | ... | ... |
| MATHEMATICS | 5½ | 5½ | 5½ | 5½ | 5 | 5 |
| NATURAL SCIENCE : | | | | | | |
| Physiography | ... | ... | ... | ... | 1½ | 1½ |
| Physics | 3½ | 3½ | 3½ | 3½ | 4½ | 4½ |
| Chemistry | 3½ | 3½ | 3½ | 3½ | 3½ | 3½ |
| Botany | ... | ... | ... | ... | ... | ... |
| PRACTICAL GEOMETRY | 2 | 2 | 2 | 2 | ... | ... |
| MUSIC† | ½ | ½ | ½ | ½ | ½ | ½ |
| Woodwork or other Manual Training | 2 | ... | 2 | ... | 2 | ... |
| Drawing | 2 | 2 | 2 | 2 | 2 | 2 |
| Writing‡ | ... | ... | ... | ... | ... | ... |
| Cookery | ... | 2* | ... | 2* | ... | 2* |
| Domestic Economy | ... | ... | ... | ... | ... | ... |
| Needlework | ... | 2* | ... | 2* | ... | 2* |
| Drill | ½ | ½ | ½ | ½ | ½ | ½ |
| Gymnastics | ... | ... | ... | ... | ... | ... |
| TOTAL | 29 | 29 | 29 | 29 | 29 | 29 |
| Usual Amount of Home Lessons | 1½-2 | 1½-2 | 2 | 2 | 2½-3 | 2½-3 |
| Subjects for which Pupils are re-classified ... | Mathematics. | | | | | |

The School is recognised by the Board of Education as a Secondary Day School (Division A., old regulations).

§ Composition exercises are given in all classes for home work.

† Daily singing of songs or hymns at opening and closing of school.

‡ There are no set lessons in handwriting, but the scholars have a good deal of practice in entering up notes, etc., and neatness is always insisted on.

* Cookery and Needlework are alternate subjects.

C.—GIRLS' SCHOOL.
CHESTERFIELD HIGH SCHOOL FOR GIRLS.

| | Name or Number of Form. | | | | | | | |
|---|----------------------------|--------|--|-----|-------|-------|------|------|
| | K.G. | Trans. | I. | II. | IIIb. | IIIa. | IV. | V. |
| Number in Form | 8 | 10 | 14 | 16 | 11 | 26 | 15 | 9 |
| Average Age | 5½ | 7½ | 9 | 11 | 13 | 14 | 14½ | 15 |
| RELIGIOUS KNOWLEDGE | ½ | ½ | ¾ | ¾ | ¾ | ¾ | ¾ | ¾ |
| ENGLISH : Language and Literature, includ- ing also Reading, Dictation, and Composition | 4½ | 5½ | 4½ | 4½ | 3½ | 1½ | 1½ | 1-7½ |
| HISTORY AND GEOGRAPHY | ... | ... | 1½ | 2½ | 3½ | 2½ | 2-1½ | 2-1½ |
| LANGUAGES : Latin | ... | ... | ... | 1½ | 1-1½ | 1-1½ | 1½ | 2 |
| French | ... | ... | 1½ | 2 | 2 | 2 | 2 | 2½ |
| German | ... | ... | ... | ... | ... | ... | ... | ... |
| Greek | ... | ... | ... | ... | ... | ... | ... | ... |
| MATHEMATICS | 3½ | 5½ | 3 | 2½ | 3½ | 3½ | 3½ | 3½ |
| NATURAL SCIENCE : Object Lessons | ½ | ½ | ... | ... | ... | ... | ... | ... |
| Physics | ... | ... | ... | ... | ... | 1 | 1 | 1½ |
| Chemistry | ... | ... | ... | ... | ... | 1½ | 1½ | 2½ |
| Botany | ... | ... | ... | ... | 2 | 1½ | 1½ | ... |
| MUSIC : * Class Singing | 1½ | 1½ | ¾ | ¾ | ¾ | ¾ | ¾ | ¾ |
| Manual Training | 1½ | 1½ | ¾ | ¾ | ... | ... | ... | ... |
| Drawing... .. | 1½ | 1½ | 1½ | 1½ | 2 | 2 | 2 | 2½ |
| Writing | ... | 1½ | 1 | 1 | ... | ... | ... | ... |
| Cookery | ... | ... | ... | ... | ... | ... | 1½§ | 1½§ |
| Domestic Economy | ... | ... | ... | ... | ... | ... | ... | ... |
| Needlework | 1½ | 1½ | ¾ | ¾ | 2 | 2 | 1 | ... |
| Drill | ¾ | ¾ | 1 | ¾ | ¾ | ¾ | ¾ | ¾ |
| Gymnastics† | ... | ... | ... | ... | ... | ... | ... | ... |
| TOTAL | 14½ | 20 | 16½ | 18½ | 21½ | 21½ | 21½ | 22 |
| Usual amount of Home Lessons... | | | ¾ | 1½ | 1½ | 1½ | 1½ | 2 |
| | | | Done entirely at school. | | | | | |
| | | | Done partly at school. One hour's work every afternoon | | | | | |
| Subjects for which Pupils are re- classified... .. | Languages and Mathematics. | | | | | | | |

The School is recognised by the Board of Education as a Secondary Day School, for one year (Division B., old regulations).

* Pianoforte lessons 40 minutes or one hour per week extra.

† One hour once a week. An extra subject taken by few.

§ Cookery lessons are taken alternately by Form IV. one week and Form V. another, and on the alternate weeks Form IV. has a Sewing lesson and Form V. a Latin lesson. In the Summer Term both forms have Dressmaking lessons instead of Cookery for one hour each per week.



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